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Educational Sciences

— A Critical Exposition

Protection of Social Sciences Education to Save Human Rights

Role & Responsibility of A Teacher

Knowledge Communication in College Libraries

— Impediments and Expedients

Reforms in Higher Education

— Need of the Hour

—Convocation Address

ALTERNATIVE ECONOMIC INDICATORS

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REGISTRAR

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IN THIS ISSUE

Educational Sciences —A Critical Exposition	1
Protection of Social Sciences Education to Save Human Rights	3
Role and Responsibility of A Teacher	5
Knowledge Communication in College Libraries —Impediments and Expedients	8
Convocation Central Institute of English and Foreign Languages, Hyderabad	11
Campus News National Seminar on Institute- Industry Interface	13
Sociology Education Through Internet	14
CHEMCON-99	15
Agriculture Fertilizer Orientation Course	18
News from AIU Inter Varsity National Seminar	19
News from UGC Countrywide Classroom Programme	20
Book Review	21
Theses of the Month	23
Classified Advertisements	27

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SUTINDER SINGH

Educational Sciences A Critical Exposition

N.B. Biswas*

The idea of an 'educational science' had emerged during the second half of the nineteenth century. The view of education as an applied science was propagated by the British empiricist. The philosophers like Spencer, Huxley, Bain are the pioneers who advocated the views by putting the argument that many of the intransigent problems of education could only be solved by enlisting the experimental methods of the natural methods of the natural sciences. But subsequent experience has done little to support this early optimism. D.J.O'Connor opines "No one, I suppose, believes that education is itself scienceIt is rather a set of practical activities which provide the focus for the application of various sciences. While John Dewey, quoted that an educational science is any portions of ascertained knowledge that would enter into the heart, head and hands of educators and which by entering in render the performance of the educational function more enlightened. It appears that the proposition of educational science or critical educational science led a debate within the schools of philosophy of education of the West and later on the East and also of the circle of the philosophy of science. It is pertinent to highlight the debate by referring W. Carr who wrote that "On this view, 'science' is one thing, education is something else." He told that science is a value — free theoretical activity concerned only with the disinterested pursuit of empirical knowledge; education is a value-loaded practical activity concerned with promoting human values and social ideals. The educationists have carried this debate till today because of establishing education as a discipline by way of adopting scientific procedure to develop its own theory in education for the whole of twentieth century. But the proposal for considering the idea of educational science is neither accepted nor rejected. Now we are approaching towards 21st century with the same debate. The author of the present paper has reviewed and analysed the proposition by way of putting the historical development of the idea of Educational Science in the first section of the paper. In the second section, the author has interpreted the opinions and views of the philosophers of education regarding the proposition. In the third section he has highlighted the Indian position and views about the concept of educational science as referred in various literature. The last section of the paper is concerned with the present status of the "Philosophy of Education" as a field of study.

The very idea of 'educational science' or science of education is synonymously used. A science of education could not be just unreflective. It would at least have to be an articulate set of judgements about practice. Scientists in general and educationists in particular have made their best effort to generate new knowledge and truth. Knowledge is more principle opportunity for development and progress. To realise this opportunity, knowledge has to be transferred from man to man and from country to country. It has to be implemented by creative work and decision making. For this knowledge has to be relevant to the needs of the people and resources of the country. It also has to be in harmony with culture. All these implies the need for value judgement.

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Looking to education in this perspective can we call education a science? If only the techniques and strategies of transformation of knowledge is concerned then education can be considered as science. What actually science connotes? A field of study basically involving theoretical and practical knowledge. By theory we mean the most advanced and valid knowledge available that can be generalised and applied to many situations. Theory often establishes the framework of the field and researchers and practitioners within the field analyse and synthesise the data, organise concepts and principles, suggest new ideas and relations and even speculate about the future. According to Beauchamp, theory may be defined as the knowledge and statements that give functional meanings to series of events and take the form of definitions, operational-constructs, assumptions, postulates, hypotheses, generalisations, law and theorems. This definition suggests a scientific and technical approach that emphasises the domain of knowledge which corresponds with education and curriculum development and also with most text books today.

Educational practitioners have tried their best to evolve their own theories, principles, laws, and canons in education by way of adopting scientific method and procedure. Good theory in education for that matter, describes and explains the various relationships that exist in the field. Good theory should also prescribe actions to be taken; however, we do not always use theory productively in our practice or in education in general. But by rising the question of value-loaded activities in education, the very science in education cannot be discarded. Today science is no longer the hobby of a few. Science, as in the terms of Galileo, need not to be defended at the cost of one's life. Scientists are to take the responsibility ensuring the well-being of society and future security of mankind as a whole. But the scientists are not very much concerned about this philosophy of science. When scientific truth is given cultural backing, it is easily accepted and assimilated. Why not we do this then, particularly when we see so clear a convergence in what science says and what Indian culture says on ecological and environmental matters. Thus many a ethical issues have to be seriously, considered by scientists in the pursuit of knowledge. Under the influence of post-empiricism, the philosophy of science has changed enormously in recent years. Instead of constructing idealised pictures of scientific knowledge, it has turned to the actual practice and history of the various sciences.

Certainly, the "new" philosophy of science can-

not legislate for the practices that it reflects upon by simply referring to some idealised, supposedly universal features of knowledge. Rather, it starts from the assumption that there is no royal road to scientific knowledge. But it must still be normative, now in a different way. It must develop critical standards for self-reflection with which to compare various explanatory strategies and patterns; it must elucidate the goals and purposes of new social theories and judge how well they fulfil their aims, and it must find criteria of adequacy within "indeterminacy, criteria that help research programmes evaluate the success of their explanations. Above all, it must help change our conceptions of science from one in which an individual knower faces a neutral world of facts to one in which knowledge is seen as an ongoing social and historical accomplishments. Such changes are already being shaped by recent sociology of scientific knowledge.

The concept of 'science' is not bereft of value dimension as far as its application to the concept of education is concerned. Therefore, for considering education as a science or speaking of 'educational sciences' in a pluralistic overtone we cannot afford to bypass the concept of 'education' in a holistic sense involving the human society, nature and polity based upon a relation of complementarity between the individual, society and nature. Education and science can go together only in such a human social and environmental contexts where both education and science receive a normative connotation. The concept of science as understood from the stand point of western liberalism is to be received afresh in the context of Indian Sub-continent. While human progress cannot be achieved without 'science', it is to be understood positionally and in accordance with a specific cultural, ethical and economic framework which a particular country have.

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Protection of Social Sciences Education to Save Human Rights

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Education is an important human activity. It was born with the birth of the human race and shall continue to function as long as the human race exists. The importance of education can be specified by the saying "MAN" becomes "MAN" through education. It has been rightly said that without education, man is a splendid slave, a reasoning savage. Education fashions and models man for society. It signifies man's supreme position in societies. It teaches what man lives and struggles for. Aristotle says "Educated men are as much superior to uneducated as the living are to the dead". Epictetus says Education is an essential concomitant of all human societies.

Education makes man rational, reliant, selfless, selfconscious, civilised, sociable and harmonious creature. It inculcates good habits in man and makes his life systematic, develops aspirations, ambitions and desires in him, makes him powerful and paves way for his development. In other words education opens a new world before the human beings.

Rights are those privileges of man which are recognised by the society and the government. In other words, rights are possible only where the individual has sufficient knowledge of his social relations. Education, particularly social science education brings out the significance of man's social relations in all spheres of human life. As human rights are the basic components of a civilised human life, without sufficient knowledge of state and society, man cannot realise or utilise them. Here lies the significance of the social science, education to the human beings in general and to the people of developing countries like India in particular.

What is Social Science Education ?

We can define social science education in the following manner. According to Charles A. Beard social science education is "a body of knowledge and thought pertaining to human affairs as distinguished from stick, stones, stars and physical objects". The social science education is the scientific study it deals

with the detailed and systematic study of human relationships.

Evolution of the Social Science

The term social science was used as early as in 1905 to include economics, sociology and civics. In 1911 it was used, in at least one instance, to include also history. Other occasional uses could be cited, but the widespread use of the term began in 1916. The social science education is the scientific study of man. This subject includes ethics, social biology, philosophy, linguistics, statistics, education and jurisprudence. The most popular social sciences according to James High are Psychology (man's mind), Anthropology (man's ethos), Geography (man's Abode), Economics (man's substances), Political Science (man's order), Sociology (man's association), Public Administration (man's execution of laws) and History (man's story). The subjects are now being taught as independent disciplines.

Need of Social Science Education

The social sciences either directly or indirectly deal with human welfare. They give content to human being to acquire the skills needed for better living. They train the individual for their future career. The social science education gives the knowledge of politics, society, economics, administration, geography and history. It helps man to himself and his surroundings. They explain to man the concept of equality, social justice and social living.

Social science education teaches all aspects of human life, as it deals with man, his relation with other people and his environment. This Education reveals to man his struggle with environment yesterday and today. It develops the qualities of good citizenship, loyalty to democracy, civic responsibilities and human relations. It teaches the human & ethical values of the society to the people. It makes man more rational, responsible and civilised.

The social science education brings out the human qualities from man, it develops the love, affection, humanity and a kind of moral and ethical values in human beings. Especially, it lifts the man from the narrow limits of the materialistic world and puts him in a proper social perspective.

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In the present social, economic and political conditions of the state and society several problems arise in the human relations. The economic and social inequalities which came to force due to the cutthrough competition created by the desire for creation and amassing of wealth have brought many sufferings and hardships to many people. Growth and wealth has created the system of explanation and oppression. This race for the materialist achievements changed the social equations drastically. In this situation the most important casualty is the human rights.

The lopsided growth of the materialistic state and society has killed the social awareness among both the rich and the poor. Man became alienated from his own natural characteristics. The normal situation can only be retrieved through the promotion of social science education. It particularly develops sense of the social status and human rights among the people.

The changed discourse in the fields of politics and economics has drastically changed the policy orientation of the government. In the process, the state which is supposed to control and maintain education system has developed a sort of step-motherly attitude towards the education of social sciences.

Present Status of Social Sciences Education in Andhra Pradesh

Presently the social sciences education is in deterioratory position, particularly in Andhra Pradesh. Day by day this trend is increasing. Now the situation is of struggle for existence. The main reasons for this situation are:

Introduction of the Concept of Liberalisation, Privatisation and Globalisation (LPG)

On the name of introduction of the concept of LPG, the government started adopting the policy of privatisation of education. When education goes to the hands of private sector, they treat it as commercial commodity and try to get profit by selling it to the elite sections of the society. The private sector naturally gives importance to the course which provide profits to them. The private education institutions are totally neglecting the social sciences as they are not considered to be profit yielding. The Government, without conducting survey to know the needs of the people or consulting the academicians started introducing the restructured curriculum and vocational courses at all levels of education. It is committing a mistake by doing so, as aims of education are not achieved only through vocationalisation.

Recently, the Government of Andhra Pradesh in the name of restructuring of courses introduced com-

puter courses at degree level in the place of conventional courses. To create new posts of lecturers in computer science and computer applications the government has abolished several posts of social science lecturers. In the process many colleges are deprived of social science education.

Discrimination in Competitive Examinations

In the competitive exams organised by either public sector or private sector unit such as UPSC, APPSC, BSRB, RRB, Ed. CET, TTC entrance etc, discrimination is being shown towards questions from social sciences. In a way it is discouraging the coming generations from joining the courses of social sciences.

Discrimination due to Distance Education

The distance education institutions, working under different universities, are introducing courses only in social sciences but not in the sciences. This is further deteriorating the image of the social science education as they are easily available to all the candidates.

Discrimination While Introducing the New Courses

In the name of scientific education the government is concentrating more on the introduction of many expensive courses without considering their practical use. But, it is not paying attention in introducing and encouraging the course in social sciences. If this type of stepmotherly attitude of government towards the social science continues, the future citizens will not be in a position to know the basic concepts of society, social living, human rights and democracy.

Conclusion

In a democracy where the human rights are more important, particularly in India where the social inequalities are very sharp the human rights assume more significance. But human rights in the absence of people with proper social awareness become irrelevant and meaningless. Here comes the role of social science education. Thus social science education is the most essential element for the promotion of human rights in the developing societies in general and in India in particular. Needless to say, this is more relevant for the state of Andhra Pradesh which in the overenthusiasm of its policy makers killing the social science education and there upon the human rights in the state.

Liberalisation and globalization has brought havoc in the education system in India and particularly in Andhra Pradesh leading to gradual killing of social sciences. This is not only undesirable but it is destructive of the prospects of the economic and social developments of the downtrodden people, this process needs to be revised.

(Contd. on page 10)

Role and Responsibility of A Teacher

D.K. Rai*

A teacher has been a person of great social status & prestige despite not being rich nor the wielder of State Authority. Different cultures and various ages have looked for and idolised certain specific characteristics in a teacher and in the modern times these have naturally changed in tandem with the change in social patterns.

In normal parlance — a teacher — is one who instructs, trains or imparts knowledge of and about a certain specialised task (be it a subject of arts and humanities or technical). However, the word is wide enough to include any person who enable another person or a group of persons to acquire certain specified skills through his instructions, example or lectures. In Indian tradition therefore, the teacher is put on the highest pedestal along with one's parents and even higher than the Gods one worships. Both the ancient *rishis* who sang :

गुरु ब्रह्मा गुरु विष्णु गुरु देवो महेश्वर

and Kabir who enunciated :

गुरु गोविन्द दोनों खड़े काके लागू पाँव

are followers of this Faith. Even the more rationalist Greeks (as contrasted to the more emotional Indians) have placed Plato, Socrates & Aristotle at a higher level than great kings & warriors not excluding Alexander the Great.

How and why this unique position was acquired and sustained is verily a topic of serious study by psychologists and sociologists as well as historians of human civilization. We will not dwell on such aspects taking instead a rather more mundane and prosaic view of a teacher, his role and responsibility.

Since education in general is an activity of the mind, in most general terms a teacher can be thought of as someone who helps in shaping the mental activity of his pupils. It is being increasingly recognised that the mind is the most potent of the various faculties with which mankind is endowed and hence someone who is entrusted with nurturing of minds is definitely a person of great importance. Of course, it also places great responsibility on the shoulders of such a person. I will endeavour to give a very personalised account of these aspects.

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Teacher — As a Conveyor of Knowledge

What we know today in any branch of science or humanities is the collective effect of all the past generations. This store house of accumulated knowledge — even in a specialised area — is too much for any person to assimilate and even to wade through on his/her own. The teacher serves as a guide on a tour or in a jungle in that he steers his pupils through the easier highways, bylanes or footpaths to the objective. The path chosen can be such as to give a general feel of the subject, to know its basics or to acquire sufficient skill to enable one to probe on one's own depending upon the mental abilities of the pupils, time at his disposal and the task entrusted to him. It is the task of the teacher to help choose the most appropriate path and to escort the learner along this path so that he is not put to undue hazards on the way.

However, this analogy with a tour guide is not completely appropriate, because if the teacher does not permit his/her pupils to explore on their own, the pupils will not be able to enrich the store house of our inherited knowledge. So while shepherding them on the chosen path, the teacher should make sure that their inherent curiosity and capacity to wonder, the desire and capacity to ask meaningful questions (even those which are embarrassing to the teacher) are nurtured and not destroyed. Different pupils are endowed with different abilities, different mindset and the teacher should be able to identify these differences so that he may provide a more appropriate guidance.

This identification and nurturing of talent is one of the main responsibilities of a teacher. It is not an easy task specially in these troubled times when classes are often filled with students who have neither the inclination nor the ability to understand. Even their desire to learn is often suspect. It is here that the teacher's ability as a teacher really comes to the fore. A teacher must be capable of captivating the attention of his class by whatever stratagems he can. He must be fully prepared not only in the technical details of the topic under study, but also, about the early developments of the subject and its present or future applications. This helps in sustaining the interest of

even the most recalcitrant pupil as the human drama involved in most of the major discoveries in the sciences and the development of crucial ideas is very absorbing.

Identification of Talent

Early identification of talent is specially important in areas of science as it is an established fact that most of the major developments have been contributed by persons in their young age — often in their twenties or early thirties. More mature persons have contributed significantly also but it has been more of a consolidation and strengthening rather than a breakthrough.

Einstein, Heisenberg, Bohr, Pauli, ...all were in their early twenties when they made their most important contributions. The importance of the role played by senior persons like Lorents, Rutherford, Sommerfeld and Born to name a few cannot be regarded as insignificant but still the evidence is clear. Young minds are not inhibited and are not overly cautious in speculating, in accepting the new and if their training in the basics is good, in labouring hard to achieve a satisfactory solution to an interesting problem. For as Percy Bridgman, who was awarded the Nobel Prize for his work on high pressures stated — Genius involves hard and persistent concentrated work after the problem is identified.

How Much is to be Taught and What is to be Left to the Pupil?

The extent of classroom teaching — often called covering the course — is a subject of some concern. Very often we hear of walk-outs, sit-ins and protests in the examination halls across the country alleging that the question is not from the prescribed syllabus or the question was not covered in the class room. It seems that our students are not prepared to answer any question which is not a carbon copy of what we have done on the blackboard or read to them in the classroom.

Uhlenbeck and Goudsmith — two eminent physicists who won acclaim for introducing the concept of Spin for the electron in 1924 described late in life their experiences as students in the university. One of the striking things that they narrated was the scant extent of class room instructions that was given. Most of physics was to be learnt by self study, attending seminars and participating in discussions rather than by classroom instructions. It was because of this background that when G. Joos wrote a single volume on Theoretical Physics — he mentioned in

the preface that — he wishes, through this book, to take the reader to a plateau from which the individual summits are clearly visible and not too difficult to scale — a clear allusion to self study. Our own mathematical genius Ramanujam acquired most of his background knowledge through self study and therefore, Hardy his mentor and collaborator in Cambridge was often surprised that Ramanujam did not know many of the standard text book theorems and proofs. He often provided his own proofs.

According to Jerome Karle — a Noble laureate in Physics — the main task of a teacher is

“to teach students how to think deeply and independently and to enhance their ethical and moral behaviour. The extent to which a society is successful in these matters can have a profound effect on the human and cultural aspects of the society.”

C.V. Raman — the only truly indigenous Nobel laureate in Science of our country said :

“Principal function (of a teacher) — is to discover talent and genius in the younger generation and to provide ample opportunity for its free expansion and expression.”

“A teacher should not so much supply answers as encourage a student to ask questions to himself.”

In order to be successful as a teacher every teacher should have a fund of ready information on which to draw. He should keep the fund supplied regularly by new experiences, new thoughts and discoveries, by reading and moving around with people from whom he can acquire such things. He must have a readiness to comment and a willingness to tolerate an opinion diametrically opposed to his own. One should not only be conversant with what is written in standard texts but also about the latest research in that area. He must remain a student all his life. It is only then that we can aspire to what was said of one of the most outstanding teachers of the early part of this century — Lord Rutherford of Nelson.

“Benevolent guidance, leadership and intellectual authority flowed from him and admiration, respect, trust and loyalty were returned. One would no more question his influence on those around him than one would that of the sun on the planets.”

Importance of Ethical and Moral Values

As we have seen above Karle's instructions for a teacher enjoin him to “enhance their ethical and

moral behaviour." Karle is not alone in this assertion to the importance of ethical and moral values in education. According to Hans Mohr

"Consideration and development of values and the learning of the art to make decisions is a prime purpose of colleges and universities."

The present times — specially in our own society — are a time of crisis with regard to ethical and moral values. We see rampant corruption of all types — in financial, bureaucratic, political and service sectors. Nepotism and decisions based on caste, creed, region overwhelm the criterion of merit in almost all walks of life educational sector is also affected by this cancer to a significant extent and to expect teachers to resist and remain unaffected by its influence is a tall order. The recent strikes for higher pay scales, better working conditions, promotional avenues and perks are all sought to be justified on grounds of comparative importance and impact of such comparisons but I have a feeling that those who chose the vocation of teaching have to be prepared for a sacrifice.

As I stated in the beginning a teacher is responsible for moulding the mind of his pupils and if the specter of corruption, selfishness, apathy to the welfare of other fellow beings, the increasing brutality of our lives and similar ills have to be removed or at least contained to manageable levels the impetus and drive must come from teachers. Because we are the inheritors of the doctrine which held that :

"not in matter but in thought, not in possessions nor even in attainments, but in ideas, is to be found the seed of immortality."

The words engraved on the logo of our university 'विद्या अमृत मश्नुते' will be true in our own case only when we follow and practice the above ideal. It is often said that science is neutral with respect to such higher values but without arguing my case for the contrary I would only quote what Einstein had to say on this issue.

"The true value of a human being is determined primarily by the measure and the sense in which he has attained liberation from the self."

What one would like to see is

"a renaissance of at least some of those spiritual values without which human life cannot persist in dignity and joy — these indispensable values are cardinal — knowledge, integrity, kindness and diligence (in contrast to) cardinal vices — ignorance, corruption, selfishness and indolence."

The task before us teachers is daunting, easily set in words, but very difficult to achieve. The distractions are too many, the obstacles are deep and broad the temptations are too tempting and varied, and if you are willing to make a lone furrow; it's like walking on the razor's edge. However this must be attempted, more so because the only way we can hope to achieve our objectives in this regard is through example not through precept or sermons. Example is the best precept.

Our students see us not only as a vehicle for the transfer of knowledge but also as a role model. Our performance in the classrooms and the laboratories are only effective to a certain extent. Our life styles and behavioural patterns are also important When our students see and hear us in our strenuous efforts to down size the achievements of our colleagues, when we speak ill of others or when we indulge in petty selfish politicking we lose respect in their eyes. They come to regard us as being as venal and corrupt as the members of the other sectors of the society which we are not tired of criticising.

If we decide to eschew the temptations and cravings and we wish to safeguard our image as teachers, we must be prepared for many deprivations both material and mental. The material deprivations can be sustained if confined to oneself rather easily, but it's heart rending to satisfy a child who wishes to acquire an expensive toy which your neighbour has given his child, on the grounds that you are a teacher and hence cannot or would not afford it. The mental setbacks range from the spide remarks of your more affluent colleagues to the outright taunts and deprecations of the members of the society with whom you interact on social matters. Most of us therefore fail and I would not like to sit on judgment on such failures.

However ideals are to be attempted despite failures. The comments of the society should be borne because

"It is more important to be a hero to oneself than to the world as it is more satisfying and fulfilling."

We must strive to reach a state where

"The crutch of recognition, the reassurance of power and the narcotic of fun" are not needed and simple pleasures, study, sharing a cup of hot tea on a cold day with a friend and a modicum of comforts are adequate. □

Knowledge Communication in College Libraries — Impediments and Expedients

S.P. Pawar*
M.M. Ali**

Introduction

Communication is central to the activities of the humankind.¹ It is the mechanism through which all human relations exist and develop — all the symbols of the mind together with the means of conveying them through space and preserving them in time.² Viewed as a social process, communication signifies transmission of information, ideas, skills and emotions.³ It is thus essentially a bridge of conveying meaning and understanding between people.⁴

In a structured situation like a college library, occupying an interstitial location in the vast network of social information and knowledge system, therefore, communication is the process of transferring knowledge and meaningful information from printed and non-printed sources to a definite and particular destination (students, faculty and interested readers). It is, therefore, imperative that the atmosphere in a college library should be as much free as possible from the impediments that hinder fulfilment of five fundamental laws of library science, namely, (i) Books are for use, (ii) To every reader, his book, (iii) For every book, its reader, (iv) Saving of the time of the reader, and (v) Library is a growing organism. In other words, there ought to be an effective communication of knowledge in a college library.⁵

Survey Universe

Against this conceptual background, it was both interesting and enlightening to conduct an enquiry into the impediments to the knowledge communication process in the libraries of representative sample of 50 graduate and postgraduate, mainstream and professional colleges in the four districts of Kolhapur, Sangli, Satara and Solapur of Southern Maharashtra. The surveyed colleges are situated in urban, semi-urban and rural areas and variously affiliated to Shivaji University, SNDT University and Mahatma Phule Agricultural University. The survey included 50 librarians, 100 library staff and 250 readers (students and teachers)

and aimed at investigating the college libraries from the perspective of the management subject communication.

The study area has witnessed a robust growth in the number of colleges from 87 colleges in 1975-76 to 136 in 1985-86 to 222 in 1995-96. During the period of three years from 1996-96 to 1997-98, the collective student-teacher ratio in the sampled colleges had remained steady at 1:19. In 1995-96, the libraries of 94 smaller colleges were in possession of up to 5000 volumes; on the other hand, at least 3 libraries owned more than 75,000 volumes. These libraries thus have adequately proved the fifth fundamental library law, that is, library is a growing organism.

Impediments Revealed

At the end of the enquiry, some of the major impediments to the knowledge communication revealed in the surveyed libraries were :

1. Nearly two-thirds of the sampled college libraries were not housed in a separate building, but functioned out of an area measuring less than 1000 sq. mts. These libraries hence could not segregate different sections, e.g. reference sections, browsing area, study room, periodicals reading room, etc.
2. Space inadequacy also compelled these libraries to altogether omit the provisions of the study room, which in turn, reduced the students' inclination to borrow the books on daily study basis.
3. About two-thirds did not have a separate reference section in spite of the availability of reference material on their shelves. Consequently, readers remained unaware of the reference materials' utility.
4. Slightly more than half the libraries had omitted periodicals section altogether. Hence, in spite of the availability of the periodicals, readers were denied access to them. The libraries also largely had ignored the binding of back volumes of periodicals, citing reasons such as space, finance and staff shortages.
5. Interestingly, while the collective expenditure on book purchases showed a gradual decrease over

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the period of three years from 1995-96 to 1997-98, the number of books purchased showed a gradual increase. In other words, majority of the libraries went on purchasing increasingly larger numbers of comparatively cheaper textbooks than the additional reading and reference material. During the same period, the number of periodicals subscribed has remained more or less steady.

6. Professional college libraries (management, engineering and medical) paid proper attention to periodicals — almost all of them subscribing to more than 100 Indian and foreign periodicals.
7. During the period of three years, the student-book exchange ratio varied as 1:20 in 1995-96, 1:17 in 1996-97 and 1:18 in 1997-98. For the teachers, it was 1:30, 1:32, 1:31, in the respective years.
8. In spite of the clear guidelines from the UGC, atleast 16% college libraries have not created book-banks for their students.
9. In about 8% libraries, there was no systematic classification, leading to intermixing of books under different subjects. Another one-third libraries used book-form catalogues, leading to waste of reader's and staff's time in locating the book, thus defeating the fourth fundamental library law.
10. An overwhelming majority (84%) of libraries operated with a closed-access system, dampening the enthusiasm of the readers for browsing and borrowing the needed book/s, thereby primarily defeating the first three library laws as well as wasting both the readers' and the staff's time.
11. In about half the libraries, the readers were allowed to borrow only one book at a time. Consequently, particularly the student-readers were effectively prevented from borrowing general reading material. In one extreme example, borrowing of material for home reading was totally disallowed, defeating the very purpose of the library's existence.
12. For finance, these libraries completely depended on external sources like parent-institution, central funding agencies like UGC, AICTE, ICAR, etc and the State Government. Particularly, it is beyond the means of the smaller libraries to raise the infrastructure as stipulated in the rigid terms and conditions, to become eligible for receiving the grants. Absence of grants, in turn, led to the stunted growth of these libraries.
13. About three-fourths libraries had not provided suggestion-cum-complaint box/register for their readers; none of the libraries conducted opinion surveys among the readers, to obtain a feedback

on the library services. Absence of both these mechanisms had kept the communication channel incomplete in the surveyed libraries.

14. One of larger demotivating factor found pervasive in about three-fourths libraries was the tendency to hold the library staff, particularly the librarian, responsible and monetarily liable for the books missing at the end of the year (although there are specific rules and guidelines of the UGC and the universities about the writing off of missing books). The trauma of salary deductions and stigma of being careless hardened the library staff towards library users and created unwarranted hindrances within the library's knowledge communication system.
15. Ironically, 8 per cent colleges had not appointed duly qualified librarian for last few years — their libraries were being actually run by assistant librarians, attendants, etc.
16. In spite of being adequately qualified (with double postgraduation), about half the surveyed librarians were not receiving UGC pay scales. Consequently, their overall work effort was only half-hearted, adding further impediment to the knowledge communication in these libraries.

Expedients

Some of the measures that may be suggested for removing these impediments and improving the knowledge communication are as under :

Provision of separate, adequate and properly laid-out library premises together with different sections, be made the condition for university's permanent affiliation; fulfilment of these provisions be monitored by the university on yearly basis — non-compliants may be actively pursued.

Majority of the college libraries tend to emphasize on textbooks at the cost of periodicals and reference material. For bringing about an attitudinal change in this behalf, the involvement of the college principal, faculty and student-readers should increase in building up the reference material stock, periodicals collections and newer technological innovations like computer networks, etc.

There is an imperative need for improving the communication between the faculty, library staff and student-readers about the effective use of library for knowledge acquisition and inculcating good reading habits. Only a conscious, deliberate and conjoint effort of the constituents at establishing communication rapport would aid the process of knowledge communication in the college libraries.

Within the constraints of the limited staff strength, the college libraries should realize that adequately qualified and enthusiastic staff as well as open-access system are the only viable solutions for improving the circulation of the reading material.

Grant eligibility of libraries be reviewed on case-to-case basis on situational factors such as geographical location, courses offered, academic performance of the parent-college, etc.

At the beginning of every academic year, for the benefit of the new students, the college may hold orientation training in the proper use of library, with a positive communication bias. Faculty, library staff and senior students be involved in this exercise.

As per UGC rules, a college librarian has the status of a Lecturer; hence, the due academic, financial and social benefits should rightfully accrue to him/her.

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Protection of Social Sciences Education to Save Human Rights

(Contd. from page 4)

The system of competitive examinations and recruitment process in various government and public sector institutions has developed a serious bias against the social sciences. This also needs to be rectified, as the students of social sciences would be more useful in the fields of administration and managements.

As human rights are more important to democracy, the social science education should be properly promoted because it enhances the conscious level of the common people, without which democracy cannot be protected. Hence, the protection of social sciences education is highly needed to save the democracy as well as human rights.

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Reforms in Higher Education

— Need of the Hour

Dr. Hari Gautam, Chairman, University Grants Commission delivered the Convocation Address at the Special Convocation of Central Institute of English & Foreign Languages (Deemed University), Hyderabad, organized to confer honorary doctorate on Dr. Bhisham Sahni and Dr. Siegfried Unseld. He said "India's educational ethos need major reforms in the context of changes that are sweeping our country. Transformation that Society is going through warrants a rejuvenation in the way we teach and what we teach. Re-structuring of our educational institutions and the contents of the curricula is what is needed to produce the desired outcome." Excerpts

Special Convocations are special occasions when we attend to special issues, observe and respond to special challenges. On this special occasion I congratulate Dr. Bhisham Sahni of India and Dr. Siegfried Unseld of Germany for having received the honorary doctorate from this deemed university — an Institution of repute and prestige. The CIEFL in fact has honoured itself by honouring you both for having contributed so much and been widely acclaimed for your outstanding achievements.

This special occasion has prompted me to do some introspection — especially into some of the important features and problems faced by the higher education in India. Realising the time constraint, I seek your approval to dwell only on few but relevant aspects of this vast subject. India in the last 50 years has developed a very large system of education and has created a vast body of highly skilled academic people equipped with scientific and technological capabilities, robust humanist, philosophical thought and creativity. India is the largest democracy in the World and I will not be wrong to say that we have the largest educational system as well.

The educational system in India is today in a critical state — resistant to change. Though large, our educational system is neither rel-

evant nor effective. India's educational ethos need major reforms in the context of changes that are sweeping our country. Transformation that Society is going through warrants a rejuvenation in the way we teach and what we teach. Re-structuring of our educational institutions and the contents of the curricula is what is needed to produce the desired outcome. Unplanned institutional proliferation and unabated expansion of students enrolment should be resolutely and effectively curbed.

Information and technology explosion during the last two decades and establishment of the vast cyber space network cutting across the developed and developing nations are going to create an impact of an unknown magnitude the world has never imagined before. There is an urgent need to formulate and immediately implement the much desired fundamental reforms in the higher education. Funds alone cannot help to improve the quality of our education. It urgently needs motivation of all including that of teachers, students, administrators and others.

Decisive and effective measures have also to be taken to curb the inferior quality education. India cannot afford to have the graduates may it be in professional fields or otherwise who lack the desired competence, talent and degree of

information knowledge. A re-look has to be enforced and review of all the institutions may have to be done with the prime objective in mind that only those who deserve to exist are allowed and those who do not should be closed forthwith.

Having hundreds and thousands of universities and colleges, we have to have a system to know 'who is who' and what is being done by whom. Accreditation and assessment score must be obtained by each and every institution and be displayed for a wider consumption. This not only will encourage competitive spirit among the institutions to perform better but shall also let the people at large know the quality of educational institutions existing at any given time in India.

An autonomous organisation — National Assessment and Accreditation Council, more popularly known as NAAC, was established in 1994 by University Grants Commission for the purpose of periodic assessment and accreditation of institutions of higher education or the units thereof. Unfortunately, for reasons best known, not many institutions so far have come forward for them to be accredited and assessed. Not going into the details and reasons of evasion of the accreditation and realising that anything voluntary in this country takes years to ride over the inertia of the system, we have now no option except to seriously consider that accreditation and assessment must be made compulsory for each and every institution of higher education. There is a serious move in the UGC to make the accreditation/assessment mandatory, first to start with the universities. We propose to complete this arduous exercise preferably within the next two years. It has also been decided that the expenses incurred in the accreditation exercise shall be borne by the UGC.

Higher education being very expensive, a large number of developing countries including India cannot offer it to all who want it. It

will be much worse to provide higher education without proper and reasonable facilities. In fact this is what is being actually done in many of the universities and colleges with the regrettable result that unemployable graduates are being produced in large number. It is true that higher education in India is heavily dependent on government support and as such it can hardly generate private funds to maintain its independent status and expansion. Governmental funding on such a large scale also has resulted in lowering of the quality, getting easy higher degrees and diplomas compromising the academic merit and competence. A change in this pattern is indeed needed.

Experience around the developed world and also the Indian experience indicates that if the educational sector is truly liberalized, treating the private sector as true partners, it will not only contribute to immediate needs of the country but also lead to a globalization.

The question of encouraging private initiative in higher education needs to be taken more seriously. The time has come to make serious efforts to fully harness the human and material resources of civil society. The main purpose of this is to bridge the increasing gap between good opportunities available for higher studies and those required to meet the growing demand. Self-financing universities and institutions of excellence should be encouraged.

The University Grants Commission has been given the primary mandate to monitor and maintain the standard of teaching, examination and research. Unfortunately, we have not been able to accomplish much as desired in this respect in spite of serious, sincere and sustained efforts been made for years together in this context. Besides, the University Grants Commission is also responsible to provide financial support to different institutions of higher education commensurate to

their need and performance index. The latter over the period of years seems to have become more important than the former which indeed also goes well with its name — University Grants Commission. This impression has to be reversed and for that, may I propose that the University Grants Commission be more appropriately re-named as "University Education Commission."

We have different Councils dealing with specific sectors of higher education. These are AICTE, ICAR, Medical Council of India, Dental, Pharmacy and Nursing Councils of India, Bar Council of India and NCTE. UGC is the apex institution of higher education in India. These organisations function independently of each other and consequently higher education remains fragmented. There is no central coordinating body. This lacuna though long back in 1986 realised in the report of National Policy on Education, has unfortunately not yet been taken care of. This unsatisfactory state of affair still continues to operate. It should be averted soon and for this may I propose that the University Grants Commission be made a Central Coordinating Body and be seriously taken as the apex institution of higher education to whom all these councils and other such bodies should respond to.

The University Grants Commission in consultation with the concerned authorities should enforce the academic audit in the universities to monitor its performance and the academic standard. This is the call of the day and through it necessary reforms in higher education can be accomplished. A move to create at least 20 universities of excellence or institutions of promise is currently on and the UGC has initiated steps in this direction. These model institutions shall be able to provide the superior quality of education and research backed by special funding, resource generation and greater autonomy for them to sustain and to make fur-

ther progress as an institution of excellence.

A move is also currently on in the UGC to empower the universities to operate multi campuses in the country and even open foreign campuses. This shall allow the institution of commitment and excellence to operate anywhere in India and also abroad. The UGC is also currently thinking seriously to play a pro-active role in conferring the autonomous status on the colleges of distinction and repute. Shortly, we propose to invite certain good and excellent colleges and also simultaneously ask the concerned universities and the State Governments to support their cases for being conferred with the autonomous status. This shall provide academic autonomy leading to further reforms and innovation in many of these colleges which can easily be compared to certain existing universities. Efforts are also being made to update the curriculum and to introduce on large-scale 'information technology' in graduate education.

These are the few of the many reforms and innovation being considered at this stage. Though it may not be an easy task, the necessary reforms have to be brought in. There has to be a will, a commitment in few if not all who could motivate others and accomplish this formidable task of reforming the higher education. The new urgency is how to prepare the nation to meet the future. The nation requires a firm sense of direction and leadership which is committed to make the future happen. We should not be satisfied with the status quo. We should rock the boat giving it a right direction, a right speed for it to reach the right destination.

My observations and remarks have rather been general and specific only on certain points. At this important event, I have aimed only to let all share that we are conscious and committed to our duty to enforce the necessary reforms in higher education. □

CAMPUS NEWS

National Seminar on Institute-Industry Interface

A National Seminar on 'Institute-Industry Interface : Bridging the gaps for the next Millennium' was organised recently by the prestigious Institute of Management and Research, Indore.

The Seminar started with the inaugural session. The Chief Guest of the session was Mr. Krishan Kalra, President AIMA and Managing Director of Apex Industries Pvt. Ltd. The key note speaker was Dr. Udai Pareek, Chairman, Scientific Advisory Committee, Indian Institute of Health Management, Jaipur. The session commenced with the lighting of the lamp by the dignitaries. Dr. Upinder Dhar, Director, PIMR delivered the welcome address. In his address he said that the seminar is important for two reasons. Firstly, because Indian business schools have grown in number in a very significant way in the past 5 years. Every year around 40,000 students complete their postgraduation in management. Most of them are underemployed and many remain unemployed. Secondly, on one hand, industry is undergoing a difficult time and the number of employment opportunities is declining, whereas on the other hand industry does not find MBA graduates upto the mark in terms of skills and understanding of the real problems. It is therefore necessary to comprehend where do we fail and take necessary steps for the same. Referring to XLRI Jamshedpur survey of corporate expectations from new MBA's Dr. Dhar said, the postgraduates in management are expected to be multiskilled. Companies look for

value addition in two critical support areas: Human Resource Management and Information Technology. The importance accorded to these reflect not only their growing importance in creating a competitive edge for companies but also the relative paucity of such talents. Dr. Dhar felt that academicians and executives need to join hand in shaping the skills of younger generations so that a great future for this great country is ensured. After his address Dr. Dhar announced that the PIMR National Award for Management Excellence was being conferred on Dr. Udai Pareek.

Dr. Pareek in his address identifies the current trends that were going to continue in the next millennium. According to him, these trends were increasing competition, customer consciousness, unemployment and unemployability, resistance to radical changes, career oriented employees and high mobility among employees. To tap these, Dr. Pareek emphasised the need for organisations to stress on multiple skills. HRD professionals to be included as business partners, participation of functional area specialists in corporate planning, training on self management, learning from peers, synergizing efforts, problem solving and developing key competencies in addition to developing a system of trust. According to Dr. Pareek, leadership is an important phenomenon for the next millennium. He felt that the century of great leaders is over and the century for great leadership has started. Therefore, the spirit of team work

has to be instilled as leadership is the need of the hour at all levels. Some of the required qualities which Dr. Pareek emphasised were internal locus of control mind set, learned optimism, emotional intelligence, value orientation and visioning at all levels. Stressing on the Industry-Institute Interface, Dr. Pareek was of the view that Industry and Institute should recognise each other's role. Industry becomes insular if it works in isolation because it is the institute that can provide the industry the latest research knowledge and the industry in turn can provide the institute the practical knowledge regarding the inputs that are required to survive competition. Some of the new models of interface proposed by Dr. Pareek were signing of MOUs between industry and institute, joint flexible appointments/tenure appointments, corporate involvement in curriculum development, half day employment for the student in the industry in addition to present day summer placements and special assignments and more investment on research on the part of institutes besides having competent faculty and inviting key persons from industry to share their experiences with students.

Dr. Pareek's address was followed by Mr. Rakesh Jain, Secretary, Prestige Education Society, introducing Mr. Krishan Kalra. Mr. Kalra in his presidential address emphasised the much talked about phrase "customer focus". According to him, the four pillars of economic growth are academics, industry, financial institutions and government. While listing the attributes necessary for next millennium, he said that HRD would

decide the fate of organisations in the uncertain times. Quoting the GE Philosophy he said, "hire for value and train for skills" will be the basis of recruitment. Moreover, retention strategies like compensation packages and career growth should be the "focus of HRD besides guarding the interest of all shareholders. Another attribute he pointed out was the product and activity choice that is discarding unprofitable for new profitable products. Choice of technology, money management, accountability, controlling cost, e-business were some of the other attributes the organisations should look for if they want successful crossing through the ocean of competition. The session concluded with Mr. Rakesh Jain presenting a memento to Dr. Uday Pareek and Prof. Pradeep Puranik presenting the memento Mr. Krishan Kalra. Prof. Mala Srivastava then proposed the vote of thanks.

The first technical session had the deliberation of Mr. B.A. Xavier, Technical Director, Datapro, Pune. He highlighted some of the points that need immediate attention. He felt there is a slow pace of change in university curriculum in contrast to fast pace of change in information technology. Therefore, exchange of academic partners can be of help to Management Institutes in becoming more customer oriented. The curriculum should be designed as per specific industry needs with flexibility for various specialisations. This will lead to the development of multi-functional skills. Mr. B.A. Xavier felt that a closer interface between the industry and institute will lead to healthy synergy. The speaker of the second technical session was Mr. Sudharshan B. Jain, M. D, BOI Finance, Mumbai. According to him, information technology, customer orientation, speed, quality, acceleration in services, proper

delivery, distribution, transparency and professionalism will play a dominant role in next millennium. He stressed upon students becoming the agents of change and adopting a flexible approach. He suggested that the management of self, both at emotional and physical levels, should be the criteria for students to become successful. According to him, with the expansion of infrastructure sector in immediate future, management students have unlimited opportunities. The last technical session was conducted by Mr. Ashwin Honkane, M.D., Versant India Pvt. Ltd., Pune. He highlighted the importance of next millennium in terms of information age, breaking of traditional barriers to trade, era of informed management and survival of paranooids. The line gaps identified by him were the chasm between expectation and reality and above all the technology lag. The need to bridge these gaps is to have value of time, value for money and above all ability to add value to the company.

The seminar concluded with the valedictory session with Dr. Santosh Dhar reporting on the day's proceedings and the coordinator of the seminar Prof. Yogeshwari Pathak proposing the vote of thanks.

Sociology Education Through Internet

Social scientists of a number of international universities are reported to have come together to develop the use of internet system for creating websites and virtual classrooms for studying sociology as well as for cooperating in transactional sociological researches. The Centre for the Study of Social Systems, School of Social Sciences/JNU, was invited by the Institute For Sociology of Albert Ludwig University (Freiburg, Ger-

many) (Poland). The German team is led by Prof. Hermann Schwengal and Dr. Frank Welz, who are currently engaged in teaching and research about sociological theories of social structure and social change with special focus upon European social structure and cultural globalization. The Freiburg University is famous because of its association with Phenomenologist eminent thinker Heidegger along with Alfred Schutz and Edmund Husserl. One of the founding fathers of sociology, Max Weber also taught here for some time. The JNU sociologists team includes Prof. T.K. Oommen, Prof. M.N. Panini, Dr. Anand Kumar, Dr. Avijit Pathak and Mr. Amman Madan.

The Bioinformatics Centre (BIC) of JNU is being used extensively for this unique project. A number of seminar sessions, chat groups, and other academic exchanges have taken place between M.Phil./Ph.D. students of CSSS/JNU and the graduate students of the Institute of Sociology at Freiburg. The BIC of JNU has been utilized for sending text of papers, on line exchange between more than 20 teachers and students simultaneously and videomail. The process is being coordinated by Mr. Amman Madan, a senior Ph.D. scholar and Mr. Inderjeet Singh Sehgal, a computer expert at BIC and Mr. Bernd Remmele and Mr. Marcus Jenki, Ph.D. scholars at Freiburg. The two-year project has the support from the State Government of Wurttemberg and the German Telekom. The ICSSR, the DSA Programme of UGC for CSSS, and the Vice-chancellor of JNU have given their initial support for holding workshop and making preliminary arrangements by the Indian side. So far the students of JNU and Freiburg University had the opportunity of a joint seminar on a paper on preconditions of

multiple modernities. It was organised in two sessions of nearly two hours. There was a workshop at JNU on cultural globalization which was addressed by Prof. Rajni Kothari and Prof. T.K. Oommen. Prof. J.S. Gandhi, Prof. M.N. Panini, Dr. Madhu Bhalla and Dr. Ajai Dubey participated as resource persons and Dr. Anand Kumar was the convenor. M.Phil./Ph.D. students presented papers on major countries of Asia, Africa and South America in the context of the impacts of globalisation of their society and culture. The workshop was preceded by the visit of Prof. Schwengel to JNU and Prof. Panini to Freiburg for academic exchanges and an overview of the logistical needs of such a unique effort to use the cyberspace communication possibilities for social sciences.

This effort has the potential of opening the internet system for use in teaching and research through virtual class room and seminar settings for social sciences. The internet based communication can facilitate lectures, article and text transmissions, one to one interviews, and one to thirty discussions for people who are not in the same place. So far the German students had interactions with Indian, British, American and Polish scholars. In one of the sessions there was a discussion between New Delhi, Freiburg and Trinidad based participants. This method of distant learning has been in practice in the Open University system of higher education to some extent.

This technology of communication may help in transcending the limits of location for the scholars as well as the students in several ways. Then a particular scholar or student will not be necessarily confined to a particular institution in the context of learning or teaching. Thus there can be availability of most

eminent experts working at a particular department for students learning their subjects in various colleges of different countries without necessarily going to institute. Such a system of scholarly communication through virtual classrooms has the possibility of reducing the information gap and knowledge limits within a country and between various countries. This medium may be used for offering a course where the teachers and students do not have to be necessarily interacting under one roof in 'one place'. They may stay in their respective locations—class rooms, homes, cities, countries, etc and still be together through cyber space communication system in the most live manner. They may have different life settings but there can be common learning process and common learning system.

CHEMCON-99

Panjab University (PU) Chandigarh is reported to host CHEMCON-99 — Indian Chemical Engineering Congress in December. This mega event is being organised jointly by the Chandigarh Regional Centre of the Indian Institute of Chemical Engineers in collaboration with the Department of Chemical Engineering and Technology, PU.

Experts in the field of chemical engineering and other allied areas from industry, consultancy houses, R and D organisations, academic institutions from India and abroad will be participating in the Congress. The event, which is scheduled to be held from December 20 to 23 in the premises of the Department of Chemical Engineering and Technology, PU, will coincide with the 52nd annual session of the Indian Institute of Chemical Engineers.

The focus of CHEMCON-99 will be on the challenges the

chemical industry faces in the new millennium. The experts will also take stock of the discoveries, inventions in the 20th century, which heralded a momentous change in the fortunes of mankind.

Special emphasis would be on the issues pertaining to the industries dealing with agro processing, food processing, polymers, petrochemicals, environment and energy.

The programmes will include seminars and plenary lectures by eminent persons. Parallel technical and poster sessions will be held to share the research, scientific findings and developments. A special session will be devoted exclusively on the development of chemical and allied industries in South East Asia.

International Symposium on Quantum Physics

An international symposium on 'Quantum Many-Body Physics' was reported to have held in the School of Physical Sciences Jawahar Lal Nehru University New Delhi recently. It was inaugurated by the Vice-chancellor, Prof. Asis Datta. The Chief Guest at the inaugural function was the distinguished physicist, Prof. V.S. Ramamurthy, Secretary, Department of Science & Technology, Government of India. The welcome address was given by Prof. Akhilesh Pandey, Dean of the School.

The symposium was organised by the School of Physical Sciences under the convenorship of Prof. Deepak Kumar. A total of 110 people participated in the symposium. Of these, 35 were from outside Delhi including 5 from abroad. The symposium had 30 invited talks spread over three days. A majority of the best and most active theoretical physicists of the country delivered lectures. The talks covered a wide range of topics in theoretical physics, namely, String Theory,

Field Theory, Elementary Particle Physics, Correlated Electron Systems, High-Tc Superconductors, Quantum Hall Effect and Solitons. The main idea of the symposium was to focus on recent developments that have brought forth common themes and techniques in these diverse areas of physics. Though the level of talks was very advanced, the speakers took care to address the mixed audience by bringing out the unifying features of the different topics discussed in the symposium.

The talks evoked a very enthusiastic response as was clear from the animated discussions among the participants that followed each session. The participation from the students was also very heartening. The topics covered in the meeting were particularly appropriate for a symposium in Delhi, as it has an old and rich tradition in theoretical physics.

On the evening of the first day of the symposium, a session was held to felicitate Prof. R. Rajaraman on his completing sixty years. It was a very warm session, in which participants paid rich tributes to Prof. Rajaraman who has been a great influence and inspiration to theoretical physics community in the country. They particularly acknowledged the influence of his book *Solitons and Instantons* which has been an international classic for the past 15 years.

Alternative Economic Indicators

With increasing cuts to social programmes, more people are demanding that the impact of these backslides be documented.

A report entitled "Through a Different Lens : Alternative Indicators and Our Work for Economic Justice" by Kathryn Robertson submits that the gross domestic product (GDP) cannot be the sole measure of the state of the economy.

The GDP, according to Robertson, is a simple, blind count of anything that involves a financial transaction, whether this is beneficial to society or not. The calculation of GDP, she adds, does not distinguish between an activity such as cranking up the air conditioner and one such as increasing the number of people needing medical treatment for cancer and environmental disasters. Both are assumed to be good because they stimulate economic activity.

Alternative indicators should measure "outcomes as opposed to inputs," says Robertson. For example, Robertson says, measures designed to look at the well-being of women in society should not be based on direct comparisons between women and men. This assumes that in order to be "equal," women must be the "same" as men. This activity is a project of the Ecumenical Coalition for Economic Justice.

Those interested in a copy of the report should write to : The Ecumenical Coalition for Economic Justice, 208-947 Queen St East, Toronto, Ontario, M4M 1J9, Canada, E-mail : <ecej@accessv.com>. Please specify the "Economic Justice Report, October 1998 issue" as subject.

Bhatkhande Memorial Lectures

The Seventh Series of Pandit Vishnu Narayan Bhatkhande Memorial Lectures, instituted by the Indian Musicological Society (IMS) in collaboration with the University of Bombay were delivered by the veteran musician and musicologist Pandit Dinkar Kaikini, at the International Students Hall, the Department of Music, University of Bombay.

Smt. Krishna Khatau President of IMS, in her inaugural address, advocated the need for research studies in music, and widened the

dimensions of investigations covering the related areas of acoustics, psychology, education and aesthetics. She said, "Pandit Bhatkhande, the pioneer of research in Hindustani music — as it existed in the 19th Century — has left his legacy through his compendium on music, and had elaborated on the areas of further research into the history and practice of music, and education of the new generation in Indian Music and Culture", and she further added, that Pt. Dinkar Kaikini, the distinguished speaker, had a close linkage with Pt. Bhatkhande, — since Dinkarji's guru, Pt. Ratanjankarji was the direct disciple of Pandit Bhatkhande.

The main topic of the two lectures were the place of Shruti (microtones) in the conception of raga-structure and the importance of gamaka-s and movement influencing the mode of the entities.

Illustrating with live demonstration, Pt. Kaikini, in his first lecture, presented his view of the untempered scale of the twelve principle notes, his definition of the microtones, — shruties, — whose implementation in the musical scale was a phenomena, which created 'raga' with its expressional components. The word, "raga-bhava" was explained in the context of raga-s Bhairava, Ramakali and Gunakri, negotiating the note Komal Rikhab (D flat), characteristic to the particular raga. In this discourse, the next day, Pt. Kaikini dwelt upon the constituent parts in the melodic movement, such as 'raga-anga', 'swaranga' and 'khyalanga', in each of which existed the 'swarakriti', 'varnakriti' and 'layakriti', — the last one providing scope for creativity and liveliness, as per the temperament of the raga and the performing artist, within the parameters of the form and tradition. The speaker demonstrated the characteristic 'swara-sangaties' (combinations) which provided balance and

design ('aakriti'), in ragas of similar scale but differing in emphasis through weightage to 'vadi' and 'samvadi' swara-s. The speaker concluded with his observation : "The bandish, composition, was a design within a design of a raga, which again was a design — "aakruti" — in the formal characteristics of a form, e.g. a Khyal or a Dhrupad".

Alumni Largesse for DU

Nostalgia acquired new meaning and contemporary relevance with Friday's largest-ever single donation to the University since its inception 01 May 1922.

Announcing this today, Mr. Sydney R. Rebeiro, Dean, Alumni Affairs, University of Delhi stated that Dr. Ashit K. Ganguly (B.Sc. Hons. M.Sc. and Ph.D. Delhi Univ. 1950-58) and one of the world's eminent Organic Chemical scientists has donated over US\$ 84,000 (Rs. 4.4 million for six Fellowships and Scholarships in BR Ambedkar Centre for Biomedical Research (ACBR) and the Dept. of Chemistry.

Dr. Ganguly and his British wife Jean, who have established the Jean Ashit Ganguly Educational Fund in the US handed over the cheque to Vice-chancellor Dr. V.R. Mehta.

Doctoral student of the legendary Professor T.R. Seshadri, AshitDa was awarded the prestigious Royal Commission 1851 Exhibition Scholarship and went to Imperial College of Science and Technology, London where he completed his second Ph.D. under Sir Derek Barton in 1961. After brief stints at Glaxo and Ciba in Bombay, he joined Schering-Plough Research Institute at Kenilworth, New Jersey USA in 1968 and rose to be its Senior Vice President Chemical Research, from where he retired.

Inventor of seventy five patents and having published 151 Research papers, Delhi-born Dr. Ganguly

was recently appointed Distinguished Research Professor of Chemistry, Stevens Institute of Technology, New York, while continuing as Consultant Schering-Plough.

Accepting the donation on behalf of the University, Professor Mehta expressed the hope that Ganguly Scholars will break new ground in Organic Chemical Research and in the discovery of new medical drugs for healthy living in the next century.

Dean Sydney Rebeiro, who co-ordinated the effort with vigorous follow-up, stated that this is the second major scholar donation from an alumnus in the past year.

Prof. Virendra B. Mahesh (M.Sc. 1953 Ph.D. 1956) at present Regents Professor of Endocrinology in a top American University donated US\$ 14,000 in 1998 and Ms. Seema Kohli is the first Virendra B. Mahesh Research Fellow in Chemistry 1999-2001.

The University's pre-eminent image is due to the kudos earned by alumni in national and global arenas and the alumni is slowly but surely 'returning to their Roots' and coming forward to support the University in its time of fiscal crisis, while enabling the parent University to consolidate its position as World Leader in Higher Education.

A further Rs. 1.5 lacs has been donated to "The DU Development Fund" by alumni this year. Mr. K.K. Natwar Singh IFS Retd, Mr. Dinesh Khanna CMD Holiday Inn Bombay, Mr. K.T. Paneer Selvam Chairman Union Bank of India, Mr. Subhash Goyal President Indian Association of Tour Operators Mr. Rakesh Khanna, winner DeBeers Award Paris, Adv UK Chaudhry ex President, Institute of Company Secretaries of India and Mr. Bimal K. Raizada Vice President (Finance) Ranbaxy and Mr. HV Krishnamurthy IAS (Retd) are among alumni who have re-

sponded to the University's call, Dean Rebeiro added.

Seminar on Institution Building & NGO Management

B.J.S. Rampuria Jain College Bikaner has recently organised a National Seminar on Institution Building and Management of NGOs. The seminar was sponsored by University Grants Commission, Central Regional Office, Bhopal. Representatives from NGOs, academicians, thinkers participated in the seminar. There was a consensus that NGOs need to work for people and not for the funding agencies. The NGOs need to develop and identify programmes for the community in participation with the people of community. The participants also stressed need for HRD in NGOs. The participants expressed concern on grantism, and increasing dependence on foreign donors. The real spirit of voluntary work is lacking. Prominent participants in the seminar were Dr. Ajit Kumar Jain, (Faculty at IDSJ) and renowned expert on NGOs, Dr. Sunil Ray (Renowned Social Scientist, and faculty at IDSJ), Dr. Madhusudan Makwana (Gujarat Vidyapeeth), Dr. S.P. Bansal (H.P. University), Rajeev Mohan (Faculty at IHMR Jaipur), Dr. Musafir Singh (Renowned Social Scientist and Head of Social Work Centre at Jain Vishwa Bharati Institute Ladnun); Mr. Manish Mathur (Senior Executive, CARE International), Freedom Fighter Hariram Dhaka (who has worked with Subhash Chandra Bose as a Captain), Ramratan Kisan, Freedom Fighter Mool Chand Pareek, Mr. S. Arun (Executive, Mitraniketan), Dr. B.D. Kalla (Education Minister, Rajasthan), Dr. N.K. Acharya (renowned thinker), Advocate U.C. Kochar (renowned thinker and writer).

Inaugural Session was chaired by Sri Kamal Singh ji Rampuria,

President, B.J.S. Rampuria Jain College Trust. The Chief Guest in the session was Dr. Ajit Kumar Jain, Coordinator, NGO and PR Cell, Institute of Development Studies Jaipur. Dr. Jain presented his paper 'Institution Building and Management of NGOs'.

First Technical Session Institution Building in NGOs was chaired by Sri Avinash Bhargava, Organising Secretary of Bikaner Prodh Shikshan Samiti. Dr. Sunil Ray was the Chief Guest.

In this session Prof. Sunil Ray from IDS Jaipur expressed his views on various aspects relating to management of NGOs.

In the Second Technical Session Challenges before NGOs in Under-developed Regions.

The Divisional Commissioner of Bikaner Mr. S.N. Thanvi was the Chief Guest and Dr. Musafir Singh from Jain Vishwa Bharati Institute Ladnun chaired the session.

Dr. S.P. Bansal from Himachal Pradesh University, Shimla and Prof. Sanjeev Prasher from Institute of Management Studies, Bikaner presented their papers on challenges before NGOs.

In the Third Session Entrepreneurship for social cause at Khadi Mandir Mr. Arvind Oza was the main speaker. He talked about entrepreneurship for social cause and how to start NGOs. Mr. Indu Bhushan Goyal, Secretary, Khadi Mandir also expressed his ideas about starting NGOs. Mr. Yogendra Kumar Rawal convened the session and expressed his views also. Mr. Updhyay Chandra Kochar, Vice Chairman, Bikaner Vikas Samiti, Dr. Pradhan, Dr. Pratibha Mishra, Dr. Rashmita Ray (all of the last three are lecturers at Jain Vishwa Bharati Institute, Ladnun, in the Department of Social Work) also participated in the session.

Fourth Session was organised at Rotary Hall. In this session Mr. Manish Mathur talked about man-

agement of NGOs with examples from CARE. He presented case study on CARE. Mr. S. Arun from Mitraniketan Trivendrum also shared his views. Mr. Rajeev Mohan, Faculty Member from IIHMR and Dr. Madhusudan Makwana, Lecturer, Faculty of Rural Management, Gujarat Vidyapeeth also presented their papers. Dr. Ajit Kumar Jain chaired the session and asked people to be open and democratic to work effectively in NGOs. Mr. Manmohan Kalyani, Secretary, Rotary Club mentioned about the activities of Rotary Club and stressed the need of teamwork and collective efforts in any voluntary efforts.

Fifth Session held at Urmul Trust, Baiju was on Public Participation and Institutionalisation of NGOs.

Mr. Kailash and Ms. Pushpa from Urmul Trust presented ideas relating to public participation with specific reference to initiatives of Urmul. The workers of Urmul Trust mentioned their views on public participation and their experiences in institutionalisation. Mr. Rajeev Mohan, Dr. Madan Saini, Mr. Manish and others also expressed

their ideas on the theme. Mr. Rajesh Upadhyaya, Mr. Rajeev Kewlani also presented their papers.

In the Sixth Session on 'The Spirit of Social Work and Voluntary Work'

Mr. Sumer Chand Jain, past District Governor, Lions District Bikaner, Mr. Ashish Pugalia, Mahaveer International and Mr. Manish Mathur from CARE participated.

In the Session on Evaluation of Socio Economic Impact of NGOs, Various participants from different NGOs participated sharing their experiences on the impact of NGOs. Case studies on different organisations like Disha, Varishtha Nagarika Samiti, Bikaner Prodh Shiksha Samiti. The Hunger Project and other NGOs were presented by different participants. The participants shared their observations on the following broad theme. "Evaluation of Socio-economic Impact of NGOs".

In the Valedictory Session Dr. Nand Kishore Acharya, renowned writer and thinker and Dr. B.D. Kalla, Education Minister, Government of Rajasthan presented their view points on Institution Building and Management of NGOs.

News from Agricultural Universities

Fertilizer Orientation Course

As many as 100 postgraduate students of College of Agriculture and a number of scientists were acquainted with the various aspects of fertilizers and crop nutrition at the 2-day Fertilizer Orientation Course that concluded at CCS Haryana Agricultural University. Renowned experts from Fertilizer industries including Dr. Ramender Singh, General Manager, Agriculture Service, Indo-Gulf, Dr. R.K. Tewatia, Regional Executive (North Region),

FAI, Dr. S.B. Kaore from IFFCO, Dr. Satish Maheshwari, Manager, Kribhco and Sh. K.N. Jaggi Sr. Manager, GNVFC delivered very useful information to the participants.

Mr. Vinay Kumar, Vice-chancellor, CCSHAU gave away certificates to the participants at the valedictory session. While addressing the participants, the Vice-chancellor underlined the need of balanced use of fertilizers for increasing agricultural productivity. He

focussed on the integrated use of all sources of plant nutrients because no single nutrient source be it chemical fertilizer, organic manure or biofertilizer was in position to meet the entire need of plant nutrients in the country. Mr. P.S. Gahlaut, Chairman, FAI (North Region) and Managing Director, IPL said that fertilizer industry has played an important role in country's food production programme. On one hand, it has worked hard to ensure the adequate availability of fertilizers throughout the country while on the other it also promoted the balanced and efficient use of fertilizers to increase agricultural production and ultimately the farmers' profitability.

Earlier, Dr. S.R. Poonia, Dean of the College of Agriculture warned the participants against excessive use of fertilizers which, he said, has led to environmental and soil degradation. Dr. M.S. Kuhad, Coordinator of the Course cum Head of the host Department of Soil Sciences expressed his gratitude to the guests and the participant.

Agriculture and Leadership

The International Agricultural Centre (IAC) is organising an international training on "Gender, Organisational Change, Agriculture and Leadership (GOAL) from 16 January to 06 February 2000 in the Netherlands.

The objective of this training is to enhance participants' insights, skills and inspiration to stimulate and ensure gender equity in programmes and organisations.

Managers, co-ordinators, senior staff, gender experts, trainers and consultants involved in rural and agricultural development will attend the training.

Copies of the brochure are available from : International Agricultural Centre, P.O. Box 88, 6700 AB Wageningen, the Netherlands, Fax : (310 317) 418-552, E-mail: <iac@iac.agro.nl>.

PAU's Collaboration with OHIO

A high power PAU delegation is reported to have visited Ohio State University, Columbus-USA to start a collaborative programme jointly in which it has been decided to provide training to the PAU scientists in Ohio State University in the areas of Plant Bio-Technology, Meat Science, Post-harvest handling of Fruits and Vegetables, Food Processing, Animal Disease Prevention and Control, Crop diversification and Sus-

tainable management of soil and water resources. The Ohio State University will not charge out of State tuition fee and also provide financial assistance to meritorious scientists.

The Ohio State University will also provide the services of Professor Jay Johnson and Professor James Beurlein and Konard Dabrowski to undertake two to three week assignments in the areas of soybean production and fisheries.

Apart from Dr. G.S. Kalkat, Vice-chancellor, PAU the delegation consisted of Dr. Kirpal Singh Aulakh, Director of Research, Dr. Paul Singh Sidhu, Dean, College of Agriculture, Dr. Jugraj Singh Dhillon, Dean, College of Veterinary Sciences and Mr. A. Venu Prasad, I.A.S., Registrar.

AIU NEWS

Inter Varsity National Seminar

A two-day National Seminar on "Role of Commonwealth Youth in the 21st Century" sponsored by the Association of Indian Universities, New Delhi, and Commonwealth Youth Programme, Asia Centre, was hosted by University of Mysore, Mysore, recently at the Agricultural Marketing and Training College, Mysore. The Seminar coincided with the AIU Platinum Jubilee Year celebrations.

The seminar was formally inaugurated by the Hon'ble Minister for Higher Education, Government of Karnataka, and the event was presided by the Vice-chancellor Prof. S.N. Hegde. In the inaugural address, the minister expressed his desire that no Indian should enter the 21st century with tears. He was very positive about

the potential and knowledge of Indian youth. If the enormous amount of writings by Indian writers in various international journals were an indication of our intellectual potential, India does not have a dearth of talented people, the minister said. He was optimistic in his statement that USA took 200 years to emerge as the strongest nation while India in a matter of 52 years has taken positive steps in that direction.

Dr. Y.S. Siddegowda, Cultural Co-ordinator extended a warm welcome to the delegates of 37 Universities from all over India while Prof. S.N. Hegde, Vice-chancellor of University of Mysore, who presided over the function stressed the point that universities do not exist to provide a 'living'

but a 'life'. It is up to the students who are exposed to various ideas and thoughts in the academics, to take up the initiative to work for the society and not for themselves. Mr. Samson David, Senior Cultural Officer, AIU, briefed about the seminar and expressed the wish that more time during the seminar would be devoted to discussion. He called upon the youth to reach a consensus on the nature of role of the Commonwealth youth in the changing world scenario.

Key-note addresses by eminent scholars from various disciplines were held to acquaint the students with several relevant issues concerning youth. Two lectures were delivered on day one of the seminar. Prof. Annaiah Gowda, former Professor of English, University of Mysore, spoke on "Issue of Concern in Future Youth Programme Development in Asia". He metaphorically compared the youth to different seasons and called upon the youth to take up the challenge that life poses. Prof. C.K.N. Raja, former Professor of Law, University of Mysore, speaking on "Youth and Law", drew the attention of the students to the shocking fact that majority of the country's population are ignorant of the law and the Constitution of the nation. He sadly said that the youth have been left with very few ideal personalities and called upon the youth to set an ideal and goal for themselves.

The discussions that followed the lectures focussed on the following main topics :

- i) Issue of Concern in Future Youth Programme Development in ASIA.
- ii) Youth for Peace, Development & International Understanding.

- iii) Values and Attitudes influencing the life style of a youth worker.
- iv) Regional Issues & National Concerns
- v) Science, Technology & Youth
- vi) Multimedia & Youth
- vii) Salient Aspects of Youth Leadership

The valedictory function of the two-day seminar was presided by Prof. C. Parvathamma, Director, C.R.R.T.D., Mysore. In his valedictory address, Mr. A. Madhavan, former Ambassador of

India, termed the youth as the ambassadors of peace. Prof. C. Parvathamma stressed on the necessity of a sceptic mind even while following the culture. Mr. Sampson David, Senior Cultural Officer, AIU Congratulated the organisers for the smooth and successful running of the seminar. He felt the seminar was one of the best-conducted one in the country. Prof. C. Naganna, Professor of English, Maharaja's College, Mysore, compered the function, while Dr. Y.S. Sidde Gowda, Cultural Co-ordinator proposed vote of thanks.

News from UGC

Countrywide Classroom Programme

Between 15th November to 21st November, 1999 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programmes are telecast on the Door-darshan's National Network from 9.30 to 10.00 a.m. every day except on Saturdays & Sundays. These programmes are also telecast on Doordarshan's National Network from 6.00 to 6.30 a.m. on all days of the week. On DD2 International Programme will be shown at 11.00 to 12.00 hours on Saturdays only.

15.11.99

- "रोमांच बुलबुलों का"
- "Understanding Cast Iron"
- "Amrita"

16.11.99

- "अनमोल विरासत : तयजुल मसजिद"
- "Trash into Cash"
- "Prof. N.S. Bendre : Evolution of an Artist-1"
- "Basic Education"

17.11.99

- "Feeling Good-10"
- "Jagadhatri Puja-1"
- "Prof. N.S. Bendre : The Teacher-2"
- "Touch of Genius"

18.11.99

- "The Dominant Tradition"
- "Jagadhatri Puja-2"
- "Question Time-128"
- "Autumn Flowering-1"

19.11.99

- "Functional English-1"
- "Poems from Gitanjali"
- "Autumn Flowering-2"
- "Effects of Globalisation"

20.11.99

- "The World of Handicrafts-Silver Filigree"
- "Khalid Tyabji on the Fool"
- "The Nuclear Saga : Search for the Super"
- "Touch of Genius"

21.11.99

- "Understanding Cinema-11 : Film & Spectator Relationship"
- "Touch of Genius"

BOOK REVIEW

A Handy Desk Use on Information Sources

Nirmal Kumar Swain*

Usha Pawan and Pawan Kumar Gupta. Sandarbh Sewa Evam Suchana Sthroth (Hindi) Jaipur, R.B.S.A. Publishers. 2nd ed., 1998, Pp. 202, Rs. 100/-.

Sometimes a library is known for its reference collection and reference service provided to its readers. In simple, reference sources are those sources of information, which are referred or consulted. Similarly reference services is that service, which is directly provided to the readers on their reference queries or referred to the sources, from which the readers can get answers to their queries. Sometimes it is so happened that, the readers of a particular library are unable to use the information sources, despite the library has good holdings on information sources. And sometimes, the readers also get confused over the distinction between various information sources, e.g., primary and secondary sources of information, 'Year Books' 'Directories', 'Handbooks' etc.

The present volume under review is in Hindi and in its second edition, written jointly by Usha Pawan and Pawan Gupta. The book subsists in 20 chapters and each chapter runs through 5 to 10 pages. The book starts with the chapter devoted to the meaning, definition and development to reference service. While defin-

ing the reference service, the authors have cited the definition propounded by some doyens of Library Science, like Margret Hutchins, James Wyer, S.R. Ranganathan etc. The subsequent chapters deal with some principles of reference service and also the authors have related it with five laws of Library Science.

It is also observed that, Pawan and Gupta largely stressed on the importance of the reference service and its usefulness, in the first half of the book. The second half of the book is mostly on the important sources of information and their periodicity, arrangement of the information and authenticity.

When we look at the second half of the book, it describes the important reference sources including biographical, statistical sources. One of the best part of the book is that, the authors have provided an exclusive chapter on types of information sources and the distinction between primary and secondary sources of information. This aspect of the book can be of use to the researchers of social sciences. This is the content of the chapter 11, of the volume. Some of the primary sources of information listed in this chapter are, periodicals, research reports, conference

proceedings, theses, patents, standards etc.

The subsequent chapters are in detail on encyclopaedia, dictionary, biographical sources etc. Another best aspect of the book is that, in the chapter 20 of the volume, the authors have mentioned some of the current information sources like, New York Times Index, Indian Press Index, Readers Guide to Periodical Literature, Facts on File: Weekly World News Digest, Asian Recorder etc.

Despite author's trial to include or not-to-miss anything, the reviewer finds the volume lacks something. 'Reviews' constitute an important source of information in higher education or makes healthy a library's collection. The 'Reviews' may be of any nature, e.g. review journals or book review journal etc, about which the book misses. The authors have followed 'Hindi' typically all through, except the last few chapters. Certain Hindi terms used in the books are not yet standardised or not in the fray of popular usage.

The readers expect to see the English equivalent along with the Hindi terms. For examples "Upayokta Sikshyana" p.22, "Pustakalays Dikshya" p.30, "Bangmaya Suchi" p.119, etc. Some of the initial chapters could have been reduced to lessen the number of chapters and all the headings and sub-headings of the chapters could have been accompanied by their English equivalents. If at all, the authors want to bring out the 3rd edition of the book, they can add the glossary at the end.

*Teaches in Banasthali Vidyapith
(Deemed University) Banasthali,
Rajasthan-304 022.

Despite the above said observation by the reviewer, the book still holds great chance to be read. Certain general terms are also clarified very succinctly e.g., the difference between "Dictionary", "Lexicon", "Thesaurus", "Glossary" in the chapter 15, p.153 of the volume. Some of the sources of information listed in the volume are of their latest edition, at the time of the publi-

cation of the book, e.g., 'The Universities Handbook', 1997. The book can widely be recommended for desk use of any researcher, librarian in general and school librarian in particular. The book can also be useful for Hindi speaking students and teachers of Library Science. The best aspects of the volume are, it is handy to use, the layout is good and easily affordable. □

they had eaten (read) in the year they were fed. By this, we not only cheat the students, ourselves but also insult the profession, the society. While explaining the myths, Vadhera somewhere cited that some students prefer the teachers, by virtue of their caste, creed, region and religion. It is true that, we can't generalise the students' view. In fact, the student-teacher bond is so concomitant that, a good teacher will be good irrespective of caste, region, religion etc. Although it is very difficult to provide the exact criteria of being a good teacher. However it is worth mentioning that, it is universally agreed that a teacher is considered as a good teacher for the factors mentioned below.

The teacher's confidence to teach, the language used to communicate, being informative, up-to-dateness in the subject is accounted for the students in the classroom. The above said factors seems to be acquired by the teachers only when we consider the feedback from the students. At least the teachers who are against the SET, can translate the SET as 'feedback from the students.' We may not accept the SET in the present form, so far the objectivity, methods of implementation are concerned but we may go for the modification version of the SET. By this, we still can hold the profession with the age-old value proposed by the great saints like Plato, Aristotle etc.

Nirmal Kumar Swain
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COMMUNICATION

Teaching — A Noble Profession

This is in defence of the article 'Students Evaluation of Teachers — Myths and Realities' by Ram Pal Vadhera, *University News* 37(41), Oct. 11, 1999. Vadhera's article was no doubt thought provoking and sparks the real responsibility of the teacher community. It is true that dualism was observed over the UGC implementation of Students Evaluation of Teachers (SET). There is nothing novelty about it. This has already been in existence in some of the European Universities. Vadhera observed very neatly and came up with a critical analysis of SET.

In the conclusion he claimed 'the disqualification and refutation of the myths against SET, held by the teachers, through logical analysis or by the findings of research studies quoted against each myth shall make any rational person to conclude that the stand taken by the teachers against the implementation of SET, was unjustified and base-

less', p. 5. At this juncture, I would like to give some of my observations. Still people consider the teaching as a noble profession for many reasons. Some of the reasons in affirmation of the above is that, a teacher is up-to-date with the knowledge of the world. He/she bridges the gap between the new development of the world and the students. He/she acquires cultivates not only for himself/herself but also for the students. They produce new generations for a cultured, educated, developed society. At present UGC's various policies of higher education like career development, incentives for the teachers, research facilities, attracts the young buds to join with the teaching community. Equally this profession is lucrative also. But, unfortunately some holds the view that, once we get a berth in the profession, the rest of the life is safe. Because they need not do anything, just go on vomiting in the classroom, what

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities (September-October 1999)

SOCIAL SCIENCES

Anthropology

1. Barman, Krishna. *The tradition of Dhulia Institution of Lower Assam with special reference to the Kamrupiya Dhuliya.* (Prof N C Sarma), Department of Folklore, Gauhati University, Guwahati.

Commerce

1. Dutta, Umen. *A study on the working of the selected state level promotional public enterprises in Assam.* (Dr P Bezborah), Department of Commerce, Dibrugarh University, Dibrugarh.

2. Goswami, Kumud Ch. *A study of the management of university finance with special reference to Gauhati and Dibrugarh Universities.* (Dr P Bezborah), Department of Commerce, Dibrugarh University, Dibrugarh.

3. Hasabe, Subhash Bhagvanrao. *A critical study of lending policies of Satara District Central Cooperative Bank Ltd, Satara.* (Dr J S Choudhari), Department of Commerce, Shivaji University, Kolhapur.

4. Huilgol, Pralhad Shriniwasrao. *Retrospect and prospect of Bagalkot Town under Upper Krishna Project: A study of marketing activities.* (Dr V V Khanzode), Department of Commerce, Shivaji University, Kolhapur.

5. Jacob, P Cherian. *Workers' perception of personnel policies in selected tyre manufacturing units.* (Dr V V Khanzode), Department of Commerce, Shivaji University, Kolhapur.

6. Kodag, Vasant Baburao. *A study of export marketing of grapes and raisins in Sangli District.* (Dr V V Upadhye), Department of Commerce, Shivaji University, Kolhapur.

7. Mishra, Rajesh Kumar. *Impact analysis of poultry enterprises and its linkages in Jabalpur Division of Madhya Pradesh.* (Dr P K Awasthi and Dr R K Tiwari), Department of Commerce, Rani Durgavati Vishwavidyalaya, Jabalpur.

8. Nikam, Suresh Sadashiv. *An assessment of the management of social forestry in Kolhapur District.* (Dr M M Ali), Department of Commerce, Shivaji University, Kolhapur.

9. Phukan, Ranjeeta. *Women entrepreneurship development in Assam with special reference to Dibrugarh and Tinsukia Districts.* (Dr P Bezborah), Department of Commerce, Dibrugarh University, Dibrugarh.

10. Sanjeev Kumar. *International business strategies for project and consultancy exports.* (Prof Bidhi Chand and Dr Satish Kapoor), Department of Commerce, Panjab University, Chandigarh.

11. Sarma, Bijoy Chandra. *Assam Tea Corporation: An appraisal of its managerial attainments.* (Dr Anil Kumar Sarma), Department of Commerce, Gauhati University, Guwahati.

12. Udgaonkar, Deepak Vasantrao. *Problems of intermediaries in distribution of pharmaceutical products in Sangli Dis-*

trict. (Dr V V Upadhye), Department of Commerce, Shivaji University, Kolhapur.

Economics

1. Andharia, Jagdishchandra Amratlal. *Cost of municipal services in Gujarat.* (Dr A D Saramma), Department of Economics, Bhavnagar University, Bhavnagar.

2. Chougule, Dattatray Ganpati. *A study of growth and structure of non-tax current revenues of Government of India.* (Dr J F Patil), Department of Economics, Shivaji University, Kolhapur.

3. Gupta, Pramod. *Madhya Pradesh mein cheeni karkhanon ka arthik vishleshanatmakahdyayan, 1956-1997.* (Dr D R Devale), Department of Economics, Devi Ahilya Vishwavidyalaya, Indore.

4. Hiremath, Siddanna Shantayya. *Sickness in industries: A case study of Nagaland.* (Prof B Kar), Department of Economics, Gauhati University, Guwahati.

5. Hirugade, Dilip Rajaram. *Ankalkhop Multipurpose Cooperative Society Limited, Ankalkhop: A study in the genesis, growth, diversification and problems of a primary agricultural credit cooperative society.* (Dr P B Kulkarni), Department of Economics, Shivaji University, Kolhapur.

6. Ingavale, Vithal Maruti. *A study of industrial backwardness of Ratnagiri Sindhudurg Resources Region.* (Dr R M Tugare and Dr J F Patil), Department of Economics, Shivaji University, Kolhapur.

7. Kaushal, Sumita. *An analytical study of inter-state disparity of agricultural productivity growth in India, 1951-91.* (Dr N G Pendse and Dr Manohar Pandit), Department of Economics, Rani Durgavati Vishwavidyalaya, Jabalpur.

8. Padma, M. *Trends and determinants of employment in manufacturing sector in Andhra Pradesh.* (Prof S Kishan Rao), Department of Economics, Osmania University, Hyderabad.

Education

1. Mahajan, Navita. *Learning styles and locus of control of gifted and average students in different academic subjects.* (Dr Asha Sethi), Department of Education, Panjab University, Chandigarh.

2. Namdeo, Ram Charan. *Cross sectional analysis of general motor ability components in children from twelve to eighteen years of age.* (Dr R K Yadav), Department of Physical Education, Rani Durgavati Vishwavidyalaya, Jabalpur.

3. Sarva Lakshmi, M. *Creativity, teaching skills and personality among students-teachers of colleges of Education affiliated to Andhra University.* (Dr Y F W Prasada Rao), Department of Education, Andhra University, Waltair.

4. Sashikala, G Sessa. *Education as an aid to geriatry.* (Prof M Sreerama Murthy), Department of Education, Osmania University, Hyderabad.

5. Sat Pal Kaur. Participation of women in sports as related to birth-order socio-economic status, family sports environment and parental attitude. (Dr D S Toor), Department of Physical Education, Panjab University, Chandigarh.

6. Vig, Prabha. A comparative study of role structure and modernity of secondary school teachers of Himachal Pradesh and Chandigarh, UT. (Dr Sween and Dr Rajinder Kaur), Department of Education, Panjab University, Chandigarh.

Home Science

1. Gupta, Vandana. Effectiveness of self-concept enhancement programme in terms of self-concept of undergraduate students. (Dr D N Sansanwal), Department of Home Science, Devi Ahilya Vishwavidyalaya, Indore.

Library & Information Science

1. Dheerendra, P T. Bibliometric analysis of citation patterns in Indian periodical literature on Economics. (Prof A A N Raju), Department of Library and Information Science, Osmania University, Hyderabad.

2. Rahman, Md Mostafizur. Role of documentation centres in communication and dissemination of scientific and technological ideas in Bangladesh. (Prof J C Binwal), Department of Library and Information Science, North Eastern Hill University, Shillong.

3. Satarkar, S P. Staffing pattern in the college library: Case study of Maharashtra. (Dr S R Ganpule), Department of Library and Information Science, Swami Ramanand Teerth Marathwada University, Nanded.

Management

1. Jain, Gireesh Kumar. Stock market anomalies in India: A study on day on week effect. (Dr R D Pathak), Department of Management, Devi Ahilya Vishwavidyalaya, Indore.

2. Sudeep Kumar, N K. Manpower planning of veterinary personnel in Tamil Nadu. (Dr R Subramanian), Department of Extension, Tamil Nadu Veterinary and Animal Sciences University, Chennai.

3. Tripathi, Sarvesh Kumar. Management of information technology in the Indian Army. (Dr R D Pathak), Department of Management, Devi Ahilya Vishwavidyalaya, Indore.

Military Studies

1. Shivhare, Seema. Indo-Bhutan relations and its impact on national security. (Dr Kailash Tyagi), Department of Military Science, Barkatullah Vishwavidyalaya, Bhopal.

Political Science

1. Jadhav, Ajitanand Yashwant. Maharshi Vitthal Ramji Shinde yanche samajik ani rajkiya vichar. (Dr A S Chousalkar), Department of Political Science, Shivaji University, Kolhapur.

2. Jain, Asha. Madhya Pradesh mein dabav samuh ke sangathan evam unki pranaliyon ka mulyankan evam prabhav. (Dr Sudha Baisav), Department of Political Science, Barkatullah Vishwavidyalaya, Bhopal.

Psychology

1. Jadhav, Mahadev Ganpati. Future orientation among undergraduate students in relation to type of Education being received and certain individual difference variables. (Dr A V

Kulkarni), Department of Psychology, Shivaji University, Kolhapur.

2. Kiranmayi, A. Socio-demographic correlates of psychological disorders: A hospital based study in Visakhapatnam District. (Dr U Vindhya), Department of Psychology, Andhra University, Waltair.

3. Sharma, Smita. Mental health awareness as a function of persuasive communication. (Dr Kumudani Sharma), Department of Psychology, Barkatullah Vishwavidyalaya, Bhopal.

Public Administration

1. Subhash Chander. Violence in industries: A study of violent incidents in Faridabad Industrial Area. Department of Public Administration, Kurukshetra University, Kurukshetra.

Sociology

1. Das, Purnendu Shekhar. Voluntary organisation and social development: A case study of the role of Ramakrishna Mission in Arunachal Pradesh. (Dr B N Borthakur), Department of Sociology, Dibrugarh University, Dibrugarh.

2. Debnath, Subrata. Human development in Sikkim: An evaluation. (Dr M Dasgupta), Centre for Himalayan Studies, University of North Bengal, Raja Rammohunpur, Dist Darjeeling.

3. Goswami, Madhab Ch. Satra and society: A study in sociology of religion. (Dr D Doley), Department of Sociology, Dibrugarh University, Dibrugarh.

UNIVERSITY NEWS

A Weekly Journal of Higher Education

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University of Hyderabad

(A Central University established in 1974 by an Act of Parliament)

P.O. Central University, Hyderabad-500 046



EMPLOYMENT NOTIFICATION NO. RECTT./P-I/2/99

Established in 1974, the University of Hyderabad has emerged as a premier Centre of higher learning with outstanding student output and faculty who have to their credit notable accomplishments. Celebrating its Silver Jubilee, the University, in order to augment its multidisciplinary instructional and research programs, invites from meritorious candidates applications in the prescribed form for the following faculty positions :

Professor — 11 posts : Pure/Applied Mathematics-NBHM (1); Statistics (1); Computer/Information Sciences (1); Physics (1); Electronics (1); Chemistry (3); Telugu (1); Urdu (1); and Economics (1).

Reader — 26 posts : Pure/Applied Mathematics-NBHM (1); Applied Mathematics (2); Computer/Information Sciences (2); Chemistry (2); Biochemistry (1); Plant Sciences (1); Animal Sciences (2); Philosophy (2); Hindi (1); Functional Hindi (1); Urdu (1); Translation Studies (1); Economics (3); History (2); Political Science (1); Anthropology (1); Theatre Arts (1) and Management Studies (1).

Lecturer — 52 posts : Mathematics (1); Computer/Inf. Sciences (8 including 1 SC & 1 ST); Physics (4 including 1 ST); Electronics (1); Chemistry (8 including 1 SC & 1 ST); Biochemistry (1); Plant Sciences (1); Animal Sciences (2); English (3); Hindi (2); Telugu (2); Urdu (2); Applied Linguistics (1-ST); Economics (3 including 1 ST); History (2); Political Science (3); Sociology (5 including 1 ST); Dance (1); Painting (1) and Management Studies (1).

Note : SC - Scheduled Caste, ST - Scheduled Tribe

Scales of pay and emoluments

Sl. No.	Post	Scale of pay (Revised)	Gross monthly emoluments at the minimum of Scale (Basic+DA+HRA+CCA)
1.	Professor	Rs. 16400-450-20900-500-22400	Rs. 25,168
2.	Reader	Rs. 12000-420-18300	Rs. 18,480
3.	Lecturer	Rs. 8000-275-13500	Rs. 12,400

The prescribed application form and particulars of qualifications, experience etc, can be had either in person from the Personnel Section-I, Administration Building, University Campus at Gachibowli, Hyderabad-500 046 by paying Rs. 50/- for one set of application form; OR by post, by sending a crossed demand draft for Rs. 65/- drawn in favour of the Finance Officer, University of Hyderabad on any scheduled bank payable at Hyderabad along with a requisition for application to the Dy. Registrar (P), University of Hyderabad, P.O. Central University, Hyderabad-500 046.

The last date for receipt of applications duly filled-in along with registration fee of Rs. 300/- (Rs. 75/- in case of SC/ST) for each post, is 31st December, 1999.

Hyderabad,
Dated : 8th November, 1999

T.R. Vlg
REGISTRAR

INDIAN COUNCIL OF MEDICAL RESEARCH

(Advt. No. 4/99/ICMR Hqrs.)

Applications are invited upto 30th November, 1999 for the post of Sr. Dy. Director-General (Basic Medical Sciences) in the Hqrs. Office of the Council at New Delhi.

Essential Qualifications & Experience : M.D./Ph.D./D.Sc., with research experience of 15 years and original work as evidenced by publications.

Desirable : Administrative experience at appropriate positions.

Job Requirements : The incumbent shall be required to head the Division of Basic Medical Sciences responsible for coordinating research in biomedical sciences viz. Anatomy, Biochemistry, Cell & Molecular Biology, Haematology, Human Genetics, Immunology, Pharmacology including Toxicology and Traditional Medicine, Physiology etc. The incumbent will also be responsible for coordinating national level policy on ethical issues in biomedical research.

Age : 50 years as on 30.11.1999 (SC/ST/OBC & Departmental candidates are allowed relaxation in accordance with Central Govt. rules in force).

Salary/Conditions of Service : The scale of pay : Rs. 18400-500-22400 plus allowances entitled to Central Govt. employees stationed at New Delhi. Medical aid and leave travel concession are admissible to the incumbent and his/her dependent family members as admissible under CGHS/CS(MA) Rules as the case be.

Benefits of Pension are admissible. Private practice is not allowed. However, non-practicing allowance is admissible to medical graduates only.

Application form and other details can be had from the Administrative Officer, Division of Administration-I, Ansari Nagar, New Delhi-110 029. Forms duly completed in all respects should reach by due date to the Director-General, ICMR, Ansari Nagar, New Delhi-110 029 along with a crossed IPO for Rs. 8/- payable to the DG, ICMR at New Delhi. SC/ST candidates are exempted from this payment. Application received late/incomplete or without required postal orders will not be entertained. The Director-General, ICMR reserves the right to short-list the applicants to be called for personal discussion.

ANY CANVASSING BY OR ON BEHALF OF CANDIDATES OR TO BRING POLITICAL OR OTHER OUTSIDE INFLUENCE WITH REGARD TO SELECTION/RECRUITMENT SHALL BE CONSIDERED AS DISQUALIFICATION.

—davp 1301(9)99



UNIVERSITY OF DELHI

Ref. : Estab. IV/Advt.-164/99

Dated : November 5, 1999

Applications are invited on the prescribed forms for the following posts, so as to reach the Registrar, University of Delhi, Delhi-110 007, latest by 25th November, 1999.

Sl. No. Department(s)/Post/No. of Posts/Reservation, if any

1. Directorate of Hindi Medium Implementation Director (1)*, Joint Director (1)*.

2. Engineering Department University Engineer (1).

3. Central Office Deputy Registrar (1, OBC), Deputy Finance Officer (1), Asstt. Registrar, Administrative Officer, Asstt. Controller of Examinations (2, UR & 1, OBC), Security Officer (2)*, Asstt. Security Officer (1)*.

4. History Lecturer (1, SC).

5. Music Lecturer (Karnataka Music) (1).

SCALE OF PAY :

1. Director/University Engineer : Rs. 16400-450-20900-500-22400;

2. Joint Director/Deputy Registrar/Deputy Finance Officer : Rs. 12000-420-18300;

3. Asstt. Registrar/Administrative Officer/Asstt. Controller of Examinations/Lecturer : Rs. 8000-275-13500;

4. Security Officer : Rs. 6500-200-10500;

5. Assistant Security Officer : Rs. 5500-175-9000;

All the above posts carry DA, CCA, HRA etc as admissible under the rules in force in the University from time to time.

Application forms for the above posts and details regarding qualifications (both essential and desirable) can be had from the

Establishment Branch-IV (Room No. 205), New Administrative Block, University of Delhi, Delhi-110 007, during working days (from 10.00 a.m. to 12.30 p.m. and 2.00 p.m. to 5.00 p.m.) either personally or by sending a self addressed & postage stamped envelope worth Rs. 26/- (size 23 cms x 28 cms).

APPLICATION FEE : Application fee is Rs. 100/- (Rs. 25/- in case of SC/ST) (Non-refundable) for each post in the form of Indian Postal Order/Bank Draft drawn in favour of the Registrar, University of Delhi payable at Delhi/New Delhi is required to be submitted alongwith the Application Form. Candidates must write their name and post applied for on the back side of the Bank Draft/Indian Postal Order.

Note : 1. It will be open to the University to consider names of suitable candidates who may not have applied.

2. University reserves the right not to fill up any of the vacancies advertised if the circumstances so warrant.

3. Relaxation of any of the qualifications may be made in exceptional cases on the recommendations of the Selection Committee.

*Those who had applied in response to our earlier advertisement need not apply again for these posts.

K.K. Panda
REGISTRAR

CLASSIFIED ADVERTISEMENTS

ADARSH EDUCATION SOCIETY'S ARTS, COMMERCE & SCIENCE COLLEGE HINGOLI, DIST. HINGOLI PIN-431 513 (MAHARASHTRA)

Applications are invited from the eligible candidates for the following Vacancies in the Senior College (Granted) run by Adarsh Education Society's College Hingoli, Dist. Hingoli. The Application duly completed in all respect should reach the undersigned within 15 days from the date of publication of the advertisement at the college address.

1. Lecturer in Hindi — 01 post (full time)
2. Lecturer in Dairy Sci. — 01 post (full time)
3. Lecturer in Zoology — 01 post (full time) ST

(On Leave Vacancy under U.G.C. Teacher Fellowship for One/Two years.)

Educational Qualification :

- A) M.Sc./M.A. in the relevant subject with at least 55% marks or its equivalent grade and good academic record besides above qualification, he should have cleared SET or NET Examination.

Pay Scale : Pay Scales and other allowances as per the State Govt. & S.R.T.M. University rules.

- Note :** 1) Eligible Candidates should submit their application through proper Channel.
2) Alongwith application should attach certified Xerox Copies of S.S.C. Degree, P.G., & Other relevant Certificates & Marks Memos, Caste & Character etc essential and One copy to be sent to the University.
3) If reserve category candidates are not available the post will be filled by other reserve category candidates.
4) Preference will be given to lady candidates atleast for one post.

K.K. Dube
PRESIDENT

Dr. J.M. Mantri
PRINCIPAL

SOUTH GUJARAT UNIVERSITY UNIVERSITY CAMPUS, UDHNA MAGDALLA ROAD, SURAT-395 007

EMPLOYMENT NOTICE

Applications are invited for the post of PROFESSOR in the DEPARTMENT OF BUSINESS AND INDUSTRIAL MANAGEMENT in prescribed form (In Eight Copies) available from the under signed on payment of Rs. 25/- in cash or Postal Order (Payable to THE REGISTRAR, SOUTH GUJARAT UNIVER-

SITY, SURAT) along with a self addressed envelope of 22 cm x 13 cm size with Postal Stamps worth Rs. 15/- affixed thereon. Information regarding qualifications and details, regarding specialization will be supplied with the application forms. Completed forms must reach the undersigned by 25.11.1999.

Post — One Professor

Specialization — Sp. Personnel/Information System/Marketing.

Surat

H.M. Patel

Date : 27.10.1999

I/C REGISTRAR

NABARD CHAIR UNIT INSTITUTE OF RURAL MANAGEMENT, ANAND (IRMA)

The NABARD Chair Unit (NCU), IRMA with focus on Agricultural and Rural Marketing, invites applications for the position of Research Associate (one) from candidates possessing a postgraduate degree in agricultural sciences/rural development/rural management/agricultural economics or related sub-disciplines from a recognised Indian or foreign university with a minimum of 55 per cent marks. Preference will be given to candidates with experience in field research.

The Research Associate will be placed in the Pay Scale Rs. 8000-275-13500. Higher start may be considered for deserving candidate. Presently, the position is upto 20th July, 2002 and likely to get extended.

Interested candidates may send their bio-data on plain paper to the NABARD Chair Professor, IRMA, PB No. 60, Anand-388 001, Gujarat within 15 days from the date of publication of this advertisement.

ASSAM UNIVERSITY

SILCHAR-788 011

(A Central University constituted under Act-XIII of 1989)

Employment Notification No. 102/1/98/4
dt. 29.10.99

The Assam University invites application in the prescribed form for filling up the following Faculty/Administrative position :

1. Professor — 4 posts one each for the Deptt. of Computer Science, Linguistics, Manipuri and Arabic.
2. Reader — 2 posts one each for the Deptt. of Life Science and Social Work.
3. Lecturer — 15 posts* for the following Departments :

Arabic — 1 post — Open

Chemistry — 1 post — Nuclear Chemistry/Organometallic Chemistry

Commerce — 2 posts — Open

Computer Sc. — 1 post — Simulation & modelling preferably with knowledge of Software Engineering.

Ecology — 1 post — Terrestrial/Freshwater Ecology

Education — 1 post — Educational Statistics/Educational Technology

English — 1 post — Open

Fine Arts — 1 post — Applied Art with photography/computer back ground

Life Sc. — 1 post — Bio-technology/Molecular/Biology/Immunology

Mass Communication — 1 post — Advertising/Film Media

Physics — 2 posts — 1. Open, 2. Theoretical Physics with knowledge of Computer application

Pol. Science — 1 post — Open

Social Work — 1 post — Family & Child Welfare

4. Director, College Development Council — 1 post (at Prof./Reader level)

5. Director, Netaji Subhas Centre — 1 post (at Prof./Reader level) (IXth Plan post. Likely to be stabilised in Xth Plan)

6. Director, Centre for Women Studies — 1 post (IX plan post. Likely to be stabilised in Xth Plan)

*1 post each in the Deptt. of Commerce, Pol. Science, Arabic and English is reserved for SC/ST.

Those candidates who have already applied in response to our advertisement No. 102/1/98/2 dt. 5.8.98 & No. 102/1/98/3 dt. 29.12.98 need not apply again. However, if there is any change in Bio-data same may be intimated within prescribed last date. No additional/fresh application fee shall be required, in their case.

Scale of pay (Revised) and gross emoluments at the minimum of the scale are as under :

1. Professor/Director — 16400-450-20900-500-22400 (Revised) (Gross monthly emoluments at the minimum Rs. 24,498/-)
2. Reader/Director — 12000-420-18300 (Revised) (Gross monthly emoluments at the minimum Rs. 18,140/-)
3. Lecturer — 8000-275-13500 (Revised) (Gross monthly emoluments at the minimum Rs. 12,320/-)

Last date of collection of form — 15.12.99

Last date of receipt of form — 27.12.99

Cost of application form — Rs. 50/- per set

Application fee — Rs. 100/- (Rs. 50/- for SC/ST/OBC/Physically handicapped)

Draft may be prepared in favour of Finance Officer, Assam University, Silchar payable at SBI, REC, Code No. 7061.

Application form and eligibility criteria can be had either in person or by sending self addressed stamped envelope of size 28 x 12 cm. alongwith draft of Rs. 50/-. Application may be addressed to the Registrar, Assam University, Silchar-788 011, Assam.

Applications in prescribed form complete in all respect alongwith attested copies of Marksheet/Certificates, Experience Certificate and the details of Research and publications in support of eligibility may be sent to the Registrar.

Candidates already in service should submit their application through proper channel. An advance copy may, however, be sent directly. Applications received after stipulated date or incomplete in any respect will be rejected and no further correspondence will be entertained in this regard. The University reserves the right to negotiate with suitable person who may not have applied formally. The University also reserves the right to fill up or not to fill up any post or to call only short-listed candidates for interview. Assam University is a newly established teaching-cum-affiliating Central University which is now functioning from temporary accommodations. The selected teachers and officers shall be expected to brave the initial inconveniences to take up the challenge of providing a strong academic foundation to the University with conviction, confidence and creativity.

Dr. R. Bhattacharjee
REGISTRAR

INDIAN INSTITUTE OF SCIENCE

BANGALORE-560 012

Invites applications for the following posts in the pay scale of Rs. 8,000-275-13,500 (Total Emoluments at the minimum of the scale : Rs. 13,200/- p.m.) :

1. **Assistant Registrar** : [No. of post — 2 (General-1, OBC-1)] Advt. No. R(1A)308-16/99.

Essential Qualification and Experience : A Post Graduate degree with at least 55% marks or its equivalent grade and 5 years of Supervisory experience OR A Graduate and 8 years of Supervisory experience. The experience should be in Establishment/Legal matters in a Government/Semi-Government/Public Sector/Autonomous Organisation/Educational Institution of higher learning. Must have good working knowledge of general administration and rules and regulations relating to service matters.

Desirable : Degree/Diploma in Personnel Management and/or Degree in law. Knowledge/Experience of Computer System in administration for information processing and retrieval.

Job Description : The selected candidate will carry out the administrative duties assigned to him and assume responsibilities commensurate with his position at the first level in the Group 'A' post for administration in any of the areas viz; Establishment, Legal, Accounts, Stores and Purchase, Academic and other related areas in administration.

2. **Accounts Officer** : [No. of post : 2 (General-1, OBC-1)] Advt. No. R(1A)308-17/99

Essential Qualification and Experience : A postgraduate degree with at least 55% marks or its equivalent grade and 5 years of Supervisory experience OR A Graduate and 8 years of Supervisory experience. The experience should be in accounts in a Government/Semi-Government/Public Sector/Autonomous Organisation/Educational institution of higher learning. Must have good working knowledge of Central Government service and financial rules and regulations.

Desirable : CA/ICWA OR Pass in SAS examination of Indian Audit Department or equivalent, Experience/knowledge of use of Computers in accounting systems.

Job Description : The selected candidate should be able to deal with : Compilation of Budget, Maintenance of Cash and Bank Accounts, General and Subsidiary Ledgers, Preparation of statement of Receipts and Payments and Balance Sheet, Matters involving import of equipment and components, investment of funds and audit requirements. Rendering periodical and annual statements to project leaders and funding agencies and perform other duties assigned from time to time.

3. **Medical Officer** : [No. of post : 2 (General-1, OBC-1)] advt. No. R(1A)308-18/99

Essential Qualification and Experience : (i) MBBS from a recognised Indian University, (ii) 5 years of experience out of which at least 3 years should be in a recognised Hospital/Nursing Home/Health Centre of a large Organisation/undertaking.

Desirable : P.G. Diploma in Paediatrics/OBG/Ortho/DLO

Job Description : The selected candidate will be required mainly to look after the outpatient work and to attend to a small number of inpatients. The assignment will involve working in shifts (Forenoon/Afternoon/Night) six days a week with a staggered weekly holiday. They are required to attend emergencies on call.

Note : No private practice is allowed. Non-practicing allowance as per government of India rules is applicable. It is compulsory to stay in the campus, when accommodation is provided.

4. **Public Relations Officer** : (General-1) Advt. No. R(1A)308-7/99

Essential Qualification and Experience : A Postgraduate degree with at least 55% marks or its equivalent grade and 5 years of Supervisory experience OR A Graduate and 8 years of Supervisory experience. The experience should be in Public Relations and Liaison duties in a Government/Semi-Government/Public Sector/Autonomous organisation/Educational Institution of higher learning. Experience in writing, acquaintance with printing techniques, preparing brochures and publication materials. Experience in computer operation for office work, information processing and retrieval, and familiarity with modern communication systems. Should have good command of English language, pleasant personality and good organisational ability.

Desirable : Diploma in Public Relations/Journalism or any field relevant to public relations.

Job Description : The selected candidate must actively pursue public relations work of the Institute. He is expected to interact at a professional level where the Institute has interface with public and other agencies and build up appropriate liaison with the Government Departments, Press, other Educational Institutions, R&D Organizations, Airlines and Railways etc. He will be required to : (i) organise dissemination of information about the Institute activities; (ii) assist in organising seminars/symposia etc; (iii) make arrangements for Visitors/Scientists and others to the Institute, (iv) handle work relating to printing and publication of a non-technical nature and involve himself to the extent necessary in their compilation and (v) discharge such other duties as may be assigned to him from time to time.

General Conditions/Information :

Age : Preferably not more than 40 years.

The number of years of experience is relaxable at the discretion of the competent authority in exceptional cases. (ii) The Institute reserves the right to reject any application without assigning any reasons; (iii) No interim correspondence will be entertained.

Candidates are requested to forward through proper channel their curriculum vitae (along with copies of certificates) covering date of birth, educational qualifications starting from matriculation, details of present and past service duly indicating the scale of pay and nature of duties, community to which they belong, names and addresses (including fax and e-mail) of three referees (referees may be requested to forward their recommendations directly to Registrar) and any other relevant information, on or before 30.11.1999 to Registrar, Indian Institute of Science, Bangalore-560 012.

Date : 2.11.1999

REGISTRAR

Email: isteorg@del3.vsnl.net.in
iste.delhi@gems.vsnl.net.in

Ph: 011-6963431/6513542
Fax: 91-11-6852421



INDIAN SOCIETY FOR TECHNICAL EDUCATION LEARNING MATERIALS PROJECT

SPONSORED BY SWISS AGENCY FOR DEVELOPMENT & CO-OPERATION (SDC) & AICTE

Indian Society for Technical Education. ISTE is the premier national professional organisation of engineering and technology teachers, students and administrators in India with a membership of over 1000 technical institutions, 35,000 teachers and 1,00,000 students. ISTE is dedicated to the cause of technical education and is engaged in planning and implementation of programs leading to enhancing the quality of technical education in India.

ISTE Learning Materials Project. Sponsored by SDC and AICTE, the Learning Materials Project aims to make available high quality, user friendly Learning Materials to students and teachers in Degree and Diploma Levels in fast growing areas of Electronics, Computer Science/ Engineering and related fields. The Learning Materials will provide latest technical inputs to the students and help develop their thinking skills, analytical abilities, design skills and quest for excellence. These Learning Materials in Print and Electronic media will be marketed nationally and internationally.

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Job Description The Development Coordinator will work closely with eminent professors & experts who will author the Learning Materials. He/she will orient / train the authors in methodology of learning and didactics, assist / guide them in developing modularized Learning Materials, edit the Learning Materials to conform to quality standards and co-ordinate production of these materials. He/she will also train the teachers of Engineering Colleges and Polytechnics in effective use of the Learning Materials in the teaching-learning process.

The Development Coordinator will undergo intensive training in Instructional Design (in India and abroad) and will be required to set up and maintain quality standards for Learning Materials. The assignment will involve extensive travel.

Qualifications and Experience. Masters Degree in Engineering/Science/ Education with at least 7 years' experience in teaching, Instructional Design at higher education level preferably in a technical discipline with sound knowledge of Educational Technology and concepts/practices of Instructional Design. Experience in writing/ editing Learning Materials will be useful.

Salary Pay Scale of Rs.12000-18400 plus allowances. Deputation terms will also be considered.

Apply within two weeks to :

**The Project Director
Learning Materials Project
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New Mehrauli Road, New Delhi -110016**



SCHOOL OF DISTANCE EDUCATION ANDHRA UNIVERSITY

VISAKHAPATNAM - 530 003

Entrance Examination Notification : December 1999 for Liberalised Admission into B.A./B.Com. without formal Academic Qualification

Applications are invited from the candidates residing in India for Entrance Examination for admission into 1st year B.A./B.Com. Degree Courses for the academic year 1999-2000 through the School of Distance Education.

No minimum qualification is required to appear for Examination except that CANDIDATES SHOULD HAVE COMPLETED 18 YEARS OF AGE BY 01-01-2000. Candidates who pass the Entrance Examination are eligible for admission as Supplementary Batch candidates and have to appear for 1 year Degree Examination in October 2000 and IIInd Year with a gap of one year thereafter and so on.

APPLICATIONS WILL BE ISSUED FROM 30-10-1999. Duty filled in application should reach this office on or before 17-11-1999. Applications received after the due date will be accepted on payment of a penal fee of Rs. 100/- UPTO 27-11-1999 i.e., upto tenth day APPLICATIONS RECEIVED AFTER 28-11-1999 WILL NOT BE ACCEPTED EVEN WITH MAXIMUM PENAL FEE.

DATE OF B.A AND B.COM. ENTRANCE EXAMINATION IS 12-12-1999.

Intending candidates may write to the undersigned by DESIGNATION FOR APPLICATION FORM BY SENDING Rs. 40/- by DEMAND DRAFT DRAWN IN FAVOUR OF THE DIRECTOR, SCHOOL OF DISTANCE EDUCATION, ANDHRA UNIVERSITY, VISAKHAPATNAM along with one self addressed envelop of 9" x 6" size (without affixing stamps). The candidates may also remit cash at the Cash Counter in the School of Distance Education towards application form. POSTAL ORDERS AND CHEQUES WILL NOT BE ACCEPTED. ENTRANCE EXAMINATION FEE IS Rs. 150/-.

The application forms are also available at the following places on payment of Rs. 40/- through Demand Drafts drawn in favour of the Director, SCHOOL OF DISTANCE EDUCATION, ANDHRA UNIVERSITY, VISAKHAPATNAM - 530 003.

(A) AT NEW DELHI : 1) Sales counter, Association of Indian Universities, AIU House, 16, Kotla Marg. 2) Sri Venkateswara College, Benito Jaurez Road, Dhaura Kuan, New Delhi - 110 021.

(B) STUDY CENTRES : 1) Government College, Srikakulam, 2) M.R. College, Vizianagaram 3) A.V.N. College, Visakhapatnam 4) Government College, Rajahmundry 5) P.R. Govt. College, Kakinada 6) Sir C.R. Reddy College, Eluru 7) S.R.R. & C.V.R. Govt. College, Vijayawada 8) A.C. College, Guntur 9) D.N.R. College, Bhimavaram 10) C.S.R. Sarma College, Ongole 11) Silver Jubilee College, Kurnool 12) A.M.A.L. College, Anakapalle, 13) R.S.R.K.R.R. College, Bobbili 14) Noble College, Machilipatnam 15) V.S.R & N.V.R. College, Tenali 16) Govt. Degree College, Narasannapeta, 17) S.G.S. College, Jaggayyapeta 18) S.S. & N College, Narasaraopeta 19) S.K.B.R College, Amalapuram 20) V.R.S & Y.R.N. College, Chirala 21) Sri Sarvodaya College, Nellore 22) B.V.K. College, Visakhapatnam 23) Y.N. College, Narsapur 24) S.V.K.P. & Dr. K.S.Raju Arts & Science College, Penugonda 25) Progressive Degree College, Hyderabad 26) Govt. Degree College, Narisipatnam 27) Govt. Degree College, Tuni 28) J.K.C. College, Guntur 29) Mahabub College, Opp. Natraj Theatre, Secunderabad.

(C) WORK CENTRES : 1) Green Pastures School, Nyanappasetty Palya Village, Bannerghutta Road, Bangalore,

Visakhapatnam
Dt. : 30-10-1999.

PROF. B. SATYAM
Director (I/C)

Note : 1. The applicants should clearly mention whether they require Entrance Examination application for B.A. or B.Com.